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ABSTRACT

An application for a proposed South Umpqua School District (Oregon) Experimental Schools project is provided. The project will personalize and intensify those instructional processes dealing with basic education and career preparation. The goals of the project are: A. Operational Processes--personalization of instruction, parent/patron involvement, community learning centers, increased emphasis on cultural learning; B. Instructional Goals--increase direct experience of the learner, provide unique learning experiences, provide greater inclusion of the family in planning, increase student involvement in planning, increase community/student/staff sharing of decision making, increase community involvement, provide greater community access to the school, create a supportive educational climate, and provide both direct and indirect learning experiences; C. Student Goals--master the needed competencies in the basic skills (cognitive, affective, and psychomotor), form positive self-concept, acquire knowledge and skill to perform in complex social interactions, tolerance of others and their ideas, make informed choices about life styles and careers, build confidence in ability to make changes, have a rational and inquiring approach to problems and their solutions, form goals and pursue them, value and participate in creative expression, examine moral choices, have socially acceptable patterns of behavior; and D. Institutional Goals--provide a curriculum which is articulated vertically and horizontally, staff and train staff for schools, involve community and school patrons, ensure utilization of time, space, and facilities, evaluate the SUES project, and establish renewal mechanisms. The application has 10 sections. (DB)

ED 076257

SOUTH UMPQUA
EXPERIMENTAL SCHOOLS PROJECT

THE BASIC FOUR YEAR PLAN

PERSON-CENTERED EDUCATIONAL PROCESSES

AN APPLICATION TO THE NATIONAL INSTITUTE OF EDUCATION, WASHINGTON, D.C., FOR AN OPERATIONS GRANT UNDER THE PROVISIONS OF THE EXPERIMENTAL SCHOOLS PROGRAM. PLANNING PROJECT OEG-0-72-4983, PREPARED BY THE SOUTH UMPQUA PUBLIC SCHOOLS, DISTRICT 19, P.O. BOX 649, DOUGLAS COUNTY, MYRTLE CREEK, OREGON, 97457.

FEBRUARY 15, 1973

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I. INTRODUCTION

A. Central Theme. The South Umpqua School District Experimental Schools project will personalize and intensify those instructional processes dealing with basic education and career preparation which enhance each student's ability to manage his life, emphasizing access to individualized programs, direct learning experiences, and independent study. The project will initiate a concerted effort to build on the strengths and ameliorate the weaknesses inherent in the local community.

B. Report of Planning. A variety of reports have been made with respect to the planning process. On July 13 and again on October 30, 1972, the project director was called to Washington, D.C. partially for the purpose of reporting orally on the district's experimental schools progress. On September 15 and again on December 15, 1972, written reports of planning were sent, at the program officer's direction, which displayed program areas being emphasized in planning and several outcomes of the planning to date. Planning has continued since the December 15, 1972, report.

The curricular stream coordinators, the Planning Steering Committee (See September 15, 1972, letter to Barbara Rose), members of the staff, and interested members of the community wrote, revised, selected and mutually agreed upon stream goals. Nine meetings were devoted to this activity between January 4 and 10, 1973.

Five separate meetings were held in January by the district superintendent and principals with interested faculty members to discuss the draft copy submitted to the N.I.E. eliciting district-wide participation in modifying the plan.

Program statements were written for each implementation level and process (early childhood education, elementary school, junior high school, high school, and continuation school). Rough drafts of these programs were discussed with building faculties and modifications were recorded in a second discussion draft of the project application--a draft distributed to the faculty and available to the press, Coordinating Council members, students, patrons and parents, and School Board members on January 24, 1973. Six further meetings were held, one with the administrative council and one each with the five building faculties for review and suggested modification of this second discussion draft. Two additional meetings, one with the Coordinating Council and one with the School Board, resulted in the adoption of this plan document.

Since July, some seventy major ideas for curricular improvement have been advanced. Some of these were major programs requiring massive changes; some called for increased emphasis on particular basic educative processes; some suggested course additions, some called for new and creative uses of existing spaces; some called for deletion of present curricular patterns and for the replacement of the present patterns with new ones; some mandated major administrative changes particularly in areas of curriculum, school policy, and shared decision making; and some called for major community learning centers. In addition, the present curricular activities of the district have been reexamined in accordance with the curricular stream concept. Essential restructuring is a massive task, one still in process, and one continuing for the life of the project.

II. DESCRIPTION OF THE COMMUNITY

A. Community. The South Umpqua School District, located in the South Umpqua River valley approximately 200 miles south of Portland, Oregon (the nearest metropolitan center), lies inland roughly 30 miles from the Pacific Coast at a midpoint between Eugene and Medford, the nearest cities. The district also lies between Roseburg and Grants Pass, towns of just over 15,000 population, 75 miles apart.

Situated in the piedmont of the Cascade Mountains, the district is composed of a central, mile-wide river valley and numerous shoestring valleys with the population dispersed widely over 300 square miles of foothills and valleys. The valley floor ranges from 639 to 747 feet above sea level, and is ringed by mountains ranging from 900 to 4,500 feet in elevation.

The school district includes the small town of Myrtle Creek at the northern end of the valley and Canyonville at the southern end with populations of 2,700 and 987 respectively. An unincorporated area called Tri-City, lying just south of Myrtle Creek near the high school of the district, numbers 1,039. Adding the population in the outlying 300 square miles comprising the school district, the total approaches 10,600.

POPULATION PATTERNS 1930-1970

Population Area	1930	1940	1950	1960	1970	Percent Change
# Canyonville City	167	235	861	1089	940	13.7% decrease
## Myrtle Creek City	401	441	1781	2231	2733	22.5% increase
@ Myrtle Creek South Tri-City					1039	100.0% increase
* Riddle City				992	1042	5.0% increase
* Winston City				2395	2468	3.0% increase
* Glendale City				748	709	5.2% decrease
* South Umpqua Division				3737	3166	15.3% decrease

* Geographic areas immediately adjoining our school district. # Incorporated in 1901, ## Incorporated in 1903, @ Unincorporated area

The major sources of employment for residents include lumbering, mining, and, to a much lesser degree, farming and service occupations--food, barbering, and health. Some of these are associated with the state's burgeoning tourist industry although our particular area does not boast one of the state's major tourist attractions.

The South Umpqua School District area has the lowest assessed value per pupil in Oregon, so that even an average per pupil expenditure would require extra commitment and effort from the taxpayers. Although the district makes an average effort to pay for education, ranking 23rd of 46 school districts roughly equal in size, the actual average per pupil expenditure is approximately $100 below the state's average.

Although only 10.9% of the district's children qualify as economically disadvantaged children by annual family income, the percentage is actually much higher. Incomes fluctuate by month throughout the school district

area because of the type of occupations available. In a relatively few summer months, incomes soar above the $3,000 figure and families may live well; but beginning with the adverse weather in the fall and continuing to late spring, large numbers of families live on unemployment insurance or welfare assistance. Last year's unemployment statistics for our county are indicative of the situation just described.

DOUGLAS COUNTY UNEMPLOYMENT PATTERN - 1971

1971 Annual Average 7.9%

January	9.3%	April	7.4%	July	7.4%	October	6.3%
February	10.5%	May	7.5%	August	6.9%	November	7.5%
March	9.2%	June	8.3%	September	6.0%	December	9.2%

In 1970, however, the unemployment annual average for Myrtle Creek residents was 10.8%.

INCOME DISTRIBUTION - U.S. CENSUS, 1970

Population Area	Population	Per Capita Income	Aggregate Income
Douglas County	71,743	$2,761	$198,082,423
Canyonville City	940	2,804	2,635,760
* Glendale City	709	2,677	1,897,993
Myrtle Creek City	2,733	2,461	6,725,913
* Riddle City	1,042	2,773	2,889,466
# Roseburg City	14,461	3,281	47,446,541
* Winston City	2,468	2,439	6,004,644

* Nearest adjoining cities # County seat

The per capita income of the average Oregonian (1969 data) was $3,583. Residents in the two incorporated towns in our district earn from $778 less in per capita income annually than the state average in Canyonville and $1,122 less than state average in Myrtle Creek.

Racial and ethnic problems are conspicuous by their absence in the school district. Fourteen Indian children reside in and attend the district schools. This number has been roughly consistent for the past two years with Indian children being well integrated into the culture and schools of the area.

Deaths from occupational accidents are 10% higher each year than the state average in the school district occupational area. Infant mortality rates are 4.7% higher than the state average each year. Infectious disease rates are noticeably lower than the state average.

8. Schools. The Myrtle Creek and Canyonville School Districts consolidated into the South Umpqua School District in 1965. Total elementary enrollment is 1,608. Total high school enrollment is 750.

The Canyonville elementary schools span grades 1-8 under one principal and three buildings. The Tri-City elementary school houses grades 1-6 under one principal in one building. The Myrtle Creek elementary schools include grades 1-8 under two principals in three buildings--primary building grades 1-3 and intermediate building grades 4-5 under one principal and the old Myrtle Creek High School building grades 6-8 under one principal. South Umpqua High School spans grades 9-12 in one building under one principal.

Thirty-six percent or 849 of the district's pupils live in towns. Exactly 1,837 of the students are bused to school, 77% of our 2,388.

The district serves approximately 5,640 free and reduced-price lunches per month to approximately 2e8 children.

The district employs 247 full-time personnel--11 administrators, 128 teachers and 113 non-certificated personnel.

Data on the present activities of the 1971 graduating class follow:

	number	percent
Four year college	29	19.9
Community college	22	15.2
Business or technical school	20	13.7
Job locally	38	26.1
Out of county job	6	4.1
Military	9	6.3
Homemaker	15	10.3
Indefinite	7	4.9

South Umpqua High School dropout information follows:

Class	Class Size 9th, 12th	9th	10th	11th	12th	Total	% of class
1968	130-110	7	4	14	9	34	28.3%
1969	145-120	5	7	8	3	23	17.4%
1970	165-162	6	2	3	10	21	12.5%
1971	163-146	5	2	13	5	25	16.1%
							18.6%

Taking the attrition rate of a class from grades 9-12 and dividing by the average class size during the four years is the basis for computing the dropout rate. School transfers are eliminated from the computation by actual hand count.

The total school budget approved by the district's voters for 1972-73 on April 3, 1972, is $2,223,847.

Audited per pupil expenditures 1969-70, $735.33; 1970-71, $794.23; budgeted per pupil expenditures 1971-72, $857.75. These figures exclude capital expenditures, bonded indebtedness and federal funds.

Two private schools are in operation within the school district's boundaries: Canyonville Bible Academy, a boarding school with approximately 60 high school students from throughout the Pacific states; and a Seventh Day Adventist elementary school enrolling approximately 57 students from several rural school districts within the local region.

III. PROJECT GOALS

The goals of the SUES project are delineated below. Their purpose is to elaborate and more sharply define the central theme of the project.

A. Operational Processes. In order to translate this theme into educational programs, eleven implicit methods were derived from it: 1) direct experience, 2) personalization, 3) enhancing learning environments, 4) humane instructional modes, 5) self-direction and planning, 6) family involvement, 7) community access to continued education, 8) off-campus learning centers, 9) increased emphasis on cultural learnings, 10) increased emphasis on affective learnings, and 11) shared decision making. In turn, these eleven implicit methods were compressed into five basic processes which will guide the planning and operation of the entire program. In a sense, these five processes are the operational criteria through which all aspects of the SUES project must be filtered before decisions are made which affect our conduct of the process of education in the South Umpqua District. These processes are:

1. Personalization of Instruction. This process involves instructional practices specifically designed for the individual learner, although the personalization involved does not necessarily preclude small group interaction.

2. Parent/Patron Involvement. This process includes the deliberate involvement of parents into planning processes during which the child's next learning sequence is determined; and the inclusion of the district's patrons into the educational processes that produce both learning experiences for the young and learning opportunities for the adult members of the community. These last opportunities include those which involve curricular planning, evaluative review, decision making, and modification of present and future educational activity.

3. Community Learning Centers. This approach to learning includes traditional classrooms, stages, workshops and laboratories; but other centers, such as stores, day care centers, factories, community agencies, or service institutions, in the immediate or even regional community are involved.

4. Increased Emphasis on Cultural Learnings. This area includes the deliberate enrichment of cultural values designed to aid students in choosing and building their own value systems. Based on a knowledge of the traditional and modern values that lead others to serious purposes and aspirations, symposia concerned with values,

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and other cultural events, emphasizing serious artistic quests for value in our own time will be conducted in the schools to ameliorate a general community shortcoming.

3. Increased Emphasis on Affective Learnings. Affective learnings include experiences with social roles, attitudes and feelings, introspection, behavioral readiness for new experiences, trust in one's self, and a certain confidence that other people and human institutions can be relied upon to meet their obligations and responsibilities. They include an orientation toward and an involvement in evaluating, planning and organizing as well as a belief in it as a way of handling life; a tolerance of ambiguity including "a more democratic set toward opinion;" a belief that man can advance his own purposes and goals; a belief in distributive justice--rewards based on actual contribution; a willingness to be involved in process--in the process of actualizing the kinetic potentialities of the individual.

B. Instructional Goals. To achieve the broad compelling purpose stated in the central theme and the other purposes associated with the entire thrust of the experimental schools project, certain instructional goals are uniquely appropriate to aid students in becoming autonomous beyond the mere acquisition of knowledge. These goals are:

1. To increase direct experience of the learner as contrasted with traditional didacticism.
2. To provide unique learning experiences according to the need profiles and the learning modes of the young people.
3. To provide greater inclusion of the family as the young students' learning experiences are being planned.
4. To increase student involvement in planning his own educational program.
5. To increase community/student/staff sharing of educational decision making in all areas that affect the lives of the citizens and the operation of the schools.
6. To increase community involvement in providing learning experiences for the community's children.
7. To provide for greater community access to the school as an institution and to provide for greater school access to the community as a learning environment.
8. To create a depressurized and supportive educational climate for students, parents, and other school patrons by altering instructional modes and instructional environments which do not enhance the person or increase humane treatment of the young.
9. To provide both direct and indirect learning experiences involving the way of life of persons of other cultures or life styles.

C. Student Goals. In accordance with his personal development and maturity, the student's ability to manage his own life is dependent upon accomplishment of these general life goals. Specific goals for our curricular streams are being developed using these overall student goals as a unifying guide. Each curricular stream has a responsibility to develop its action-oriented programs to enable students to gain the following goals:

10. Master the needed competencies in the basic skills: cognitive, affective and psychomotor--deemed necessary by teachers, students and the community.

11. Form a positive self-concept such that the student is able to act upon his strengths and live comfortably with his limitations.
12. Acquire knowledge and skill to enable successful performance both within and between increasingly complex social interactions.
13. Demonstrate an understanding and a tolerance of others and their ideas.
14. Make informed choices about life styles and careers.
15. Recognize and have confidence in his ability to influence and make changes in social affairs as well as in his personal life.
16. Possess a rational and inquiring approach to problems and their solutions.
17. Form goals and successfully pursue or consciously alter those goals.
18. Recognize the value of and participate in creative expression.
19. Examine the moral choices which generally confront people today.
20. Conduct himself in socially acceptable patterns of behavior--patterns consistent with the ideals of democratic living.

D. Institutional Goals. In many respects, the institutional and instructional goals of the project are inseparable. The instructional goals focus upon daily operational relationships between the teachers, students, and community while the institutional goals define the functions and responsibilities of the SUES project managers--functions necessary to ensure a learning climate within which the instructional and student goals may operate, and to draw together all facets of the program into a comprehensive whole. Accordingly, the institutional goals are:

21. To provide a curriculum for the learner which is articulated vertically and horizontally both in terms of basic knowledge and skill as well as in terms of the five operational processes.
22. To staff our schools and to train that staff so that the chosen curriculum may be implemented.
23. To involve the community in the governance of the school and in the administration of an organized school system that is guided by a representative School Board and its delegate agencies (bearing in mind that the school staff is an instrument of the community) through the use of shared decision-making power.
24. To involve school patrons in the sharing of educational experiences with the community children in order to foster a community that is "learning a living."
25. To ensure maximized educational utilization of available time, space and facilities so that the learning of children may be enhanced.
26. To evaluate the SUES project, its components, its programs, its processes, and its effects on the lives of children.
27. To establish responsive renewal mechanisms within the school system which will be aimed at deriving the best ways to implement the goals of the process of education.

E. Summary. A synopsis of the interrelationship between the project goals, the operational processes, and the curriculum streams is displayed in Figure 1.

IV. SUMMARY OF COMPONENTS

The experimental schools project addresses itself to the total range of educational operations within the South Umpqua School District: 1) curriculum; 2) staff development; 3) administration and governance; 4) community involvement,

FIGURE 1

INTERRELATIONSHIP OF THE
SOUTH UMPQUA EXPERIMENTAL SCHOOLS PROJECT
GOALS, OPERATIONAL PROCESSES, AND CURRICULUM STREAMS

Goals	Processes					Streams				
	Personalization Of Instruction	Parent/Patron Involvement	Community Learning Centers	Cultural Learning	Affective Learning	Personal Development	Civic Education	Communications	Career Development	Math-Technology-Science
Instructional:										
1	X		X			X	X	X	X	X
2	X				X	X	X	X	X	X
3	X	X			X	X		X		
4	X	X			X	X				
5	X	X	X	X	X	X	X	X		
6		X	X	X		X		X	X	
7		X	X					X	X	
8	X			X	X	X				
9				X	X	X		X		
Student:										
10	X	X	X				X	X	X	X
11					X	X				
12				X	X		X	X		
13	X	X						X		
14	X		X						X	
15	X		X		X	X	X	X		
16	X				X	X				X
17	X				X	X			X	X
18	X			X		X	X	X	X	X
19				X	X		X	X		
20		X		X			X	X		
Institutional:										
21	X	X	X	X	X	X	X	X	X	X
22	X	X	X	X	X	X		X	X	
23		X					X	X		
24				X	X	X		X	X	
25	X	X	X	X	X					X
26	X	X	X	LEV-EL II	X					X
27	X	X	X	X	X		X	X	X	

5) time, space and facilities; 6) evaluation. Our effort to reform the entire educational system is based on our admission that the present school organization for education is not producing the positive results our community wants for all youth. Too many young people settle for less than the best of which they are capable. This project emphasizes person-centered educational processes as we seek to improve our efforts to teach the young.

The project is predicated on a dynamic view of curriculum rather than on a static view of memory-centered subject matter. It continues the traditional emphases on academic rigor and a strong foundation in the basic reading, writing, and computational skills. It emphasizes a variety of significant processes, based on the rationale that processes are most practical since the key to lives of worth and meaning is mastery of the processes by which one develops personal autonomy.

The conceptual meeting place of all components of the project is the individual student--personalizing and intensifying those instructional processes which enhance each student's ability to manage his life. Concomitant with this concept is the emphasis on the partnership that can exist between the school, home, and community. The project focuses on the community as a locus of basic learnings, and on the decentralization of decision making to the schools. Each project component is integratively designed to facilitate this kind of educational reform.

A. The curriculum, divided into five streams, is designed to capitalize on those processes and unique strengths of the rural environment, providing children with a greater variety of direct experience learnings and enabling members of the community to utilize their close ties for the benefit of their children. Organization of the curriculum and procedures for implementing provide a basic core of significant educational experience for all students. It also provides the opportunity for broad sampling in areas of potential interest. Students may also penetrate the content of a particular stream to as much depth as their interest and commitment lead them.

B. The staffing pattern and staff development program concentrate on the specific processes which enable students to receive individual attention as they work out and pursue their own educational program. A differentiated staffing pattern employs various agents to individualize learning. An on-site staff development center is provided which can respond rapidly with various personnel.

C. Procedures for administration, organization and governance are decentralized to the legal and practical limit through the establishment of formal decision-making bodies at the district, building, and program level and through democratic selection of representatives to serve on each decision-making body. An informational unit will be established to increase knowledge of project activities.

D. Community participation in the processes through which the schools operate are integral to the comprehensive design of the project. The partnership this community is forming commits everyone in the community to a concern for the young. The commitment makes it possible for the community and the schools jointly to provide basic learning experiences and aid in the most fundamental planning for the young. Parents are encouraged to plan with the professional staff for the education of their own children and, in instances where they are willing, they are encouraged to provide some

of the needed educational experiences themselves. Members of the community and students share with the School Board in the decision-making process, serving on decision-making bodies at major levels of educational concern.

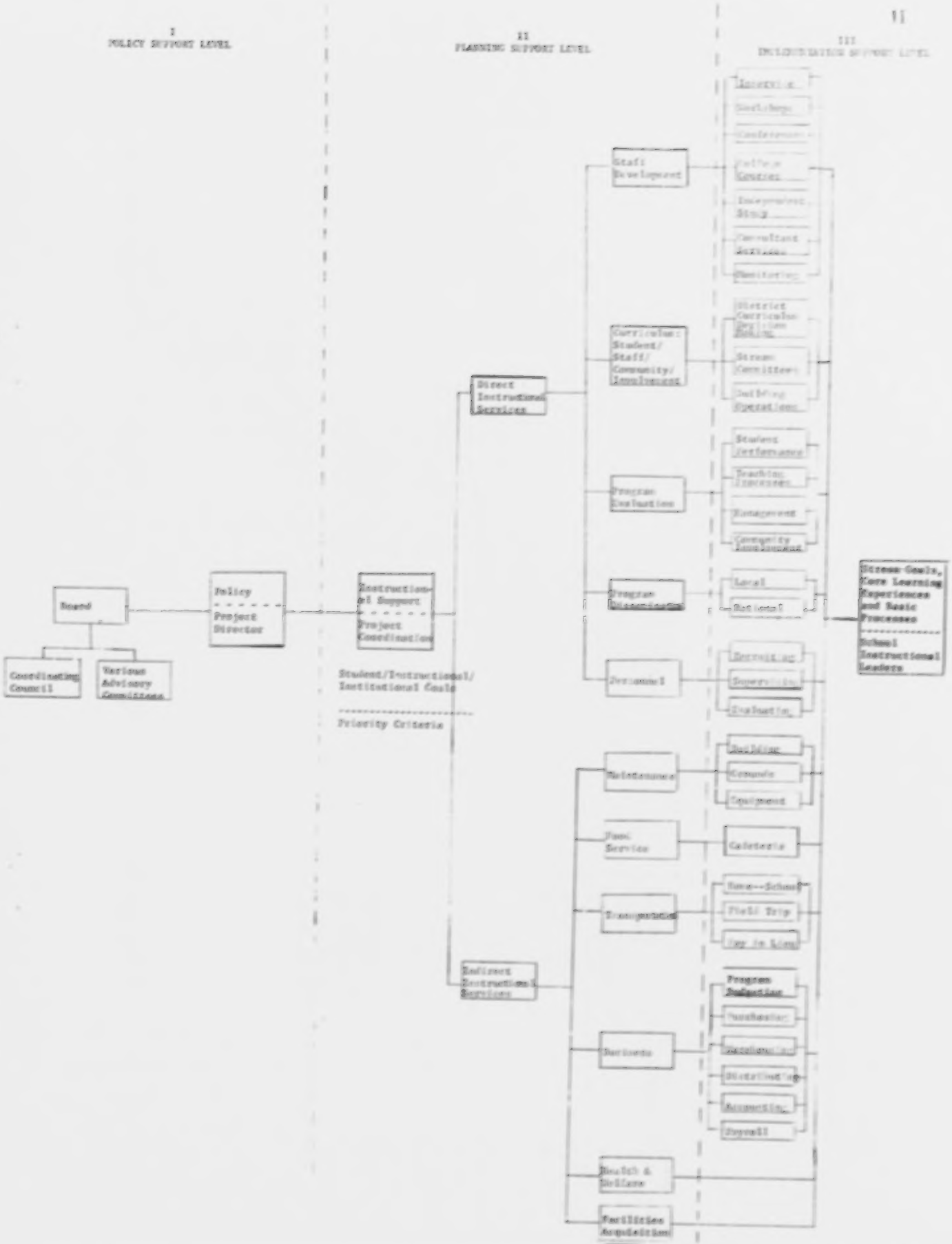
E. The utilization of time, space and facilities varies from the conventional in that greater flexibility in these categories promotes the concept of individualized attention for the learner. The key time alterations planned include: 1) summer school periods that also serve as practica for staff development; 2) blocks of time scheduled for intensive community laboratory or human service experiences; and 3) extended day and week patterns providing additional opportunities for students to pursue individually tailored learning programs. This use of time opens school facilities in a way that allows students greater potential for self-motivated learning. Community facilities and privately owned equipment are to be identified and made available for student use. Additionally, the natural spaces of the Northwestern outdoors will be directly utilized for a much greater variety of learning activity.

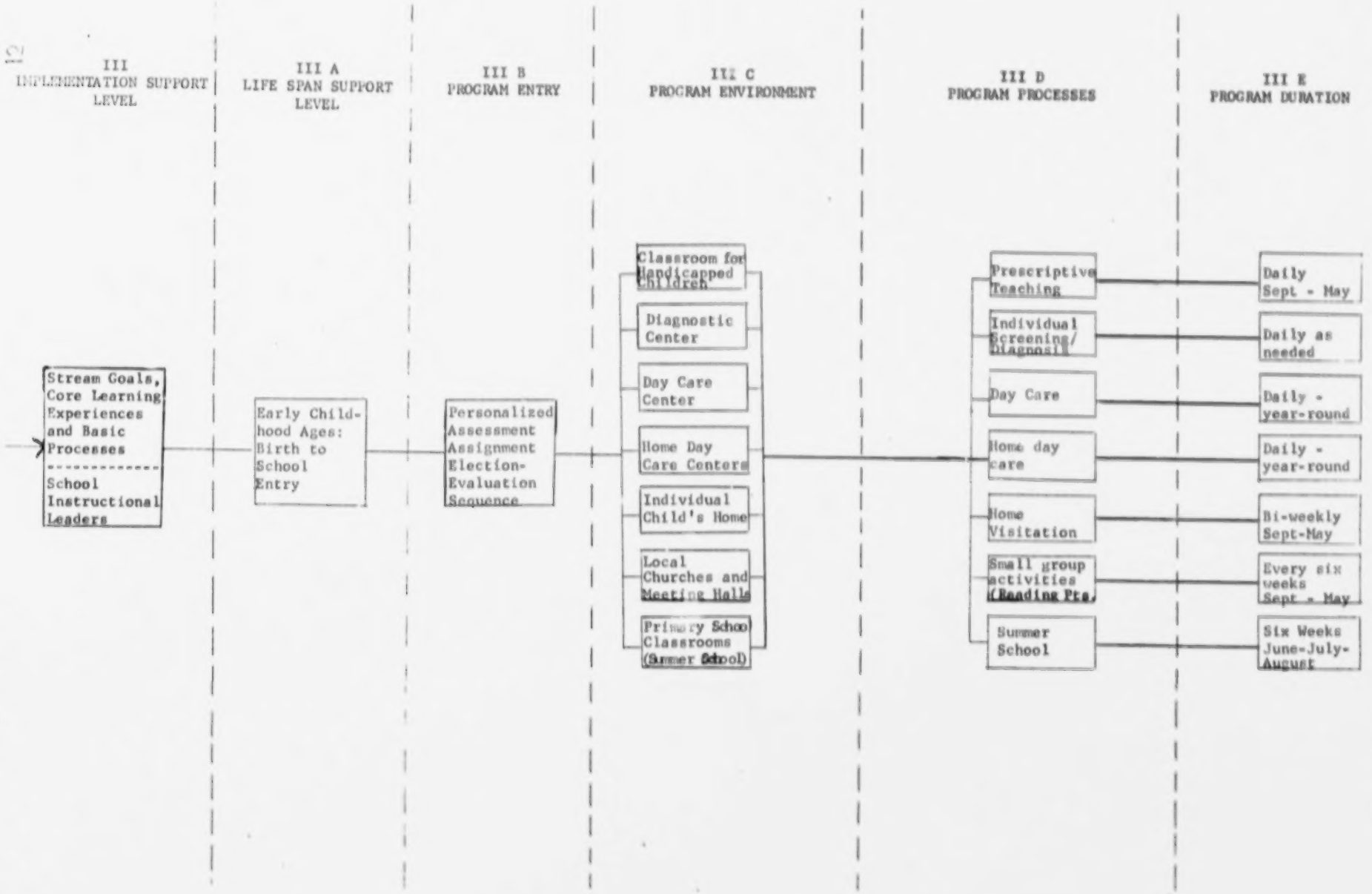
F. Central to the continual renewal of our school procedures and processes is the evaluation component. Four basic areas of activity will be scrutinized by the experimental schools project evaluative system: teaching process, student performance, community involvement, and management. The evaluation design will use flow charts, time-task-talent charts, and matrix grids to monitor project activity. Several other evaluative methods will be employed depending on the objectives to be measured and the criteria involved. Various technical reports of the performance of the experimental schools program will be disseminated by the project evaluator and his staff in concord with the project disseminator. This component is designed to provide information about each program, project and activity so that both evaluation of effectiveness and modification of ongoing programmatic activity can occur through the various governing bodies of the district.

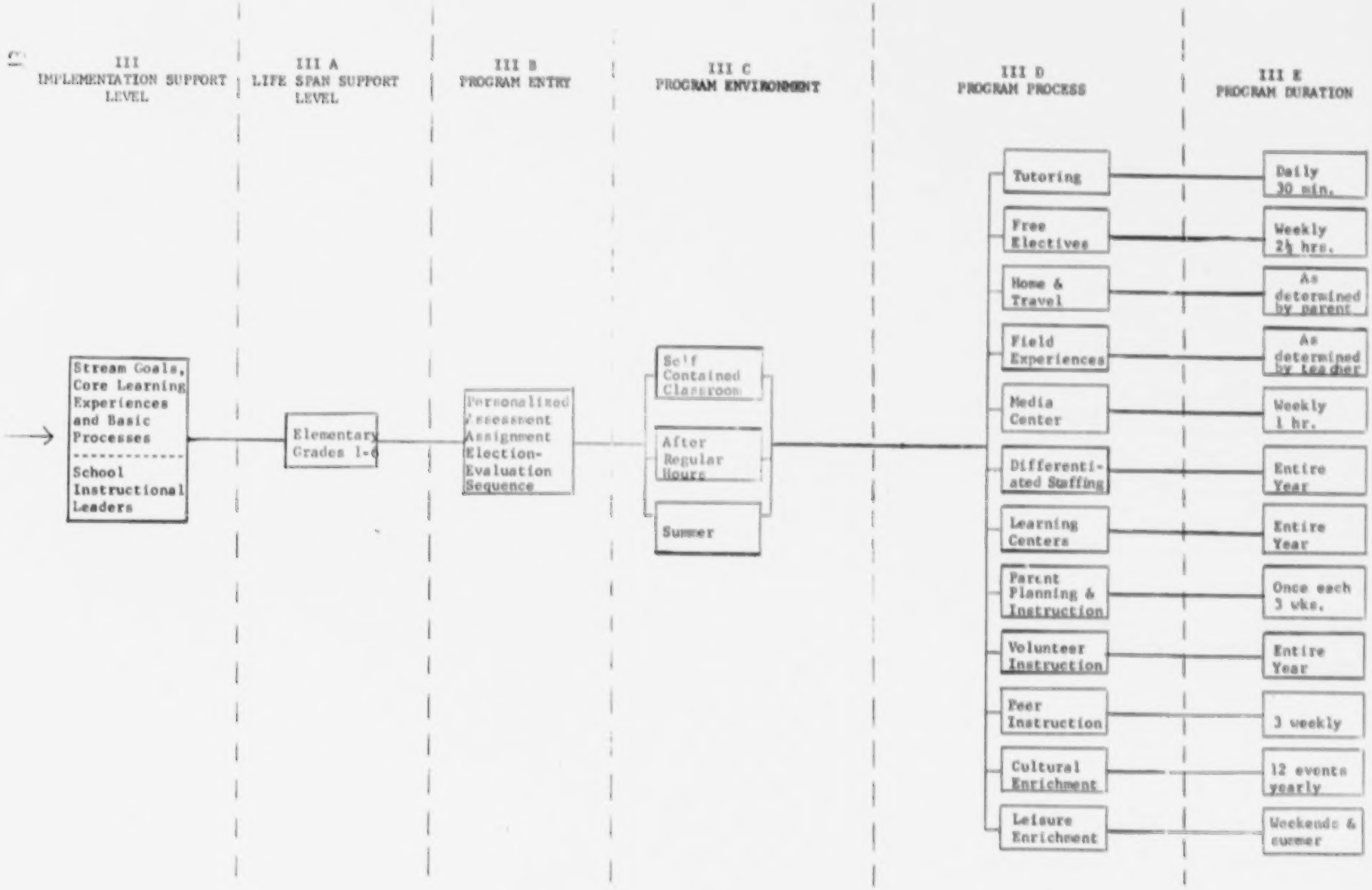
G. Structural Organization. For the purposes of program implementation, the school district and the experimental schools project is organized into three levels: Level I--Project Level, Level II--Planning Support Level and Level III--Implementation Support Level. These basic levels of organization are charted in detail on the next six pages.

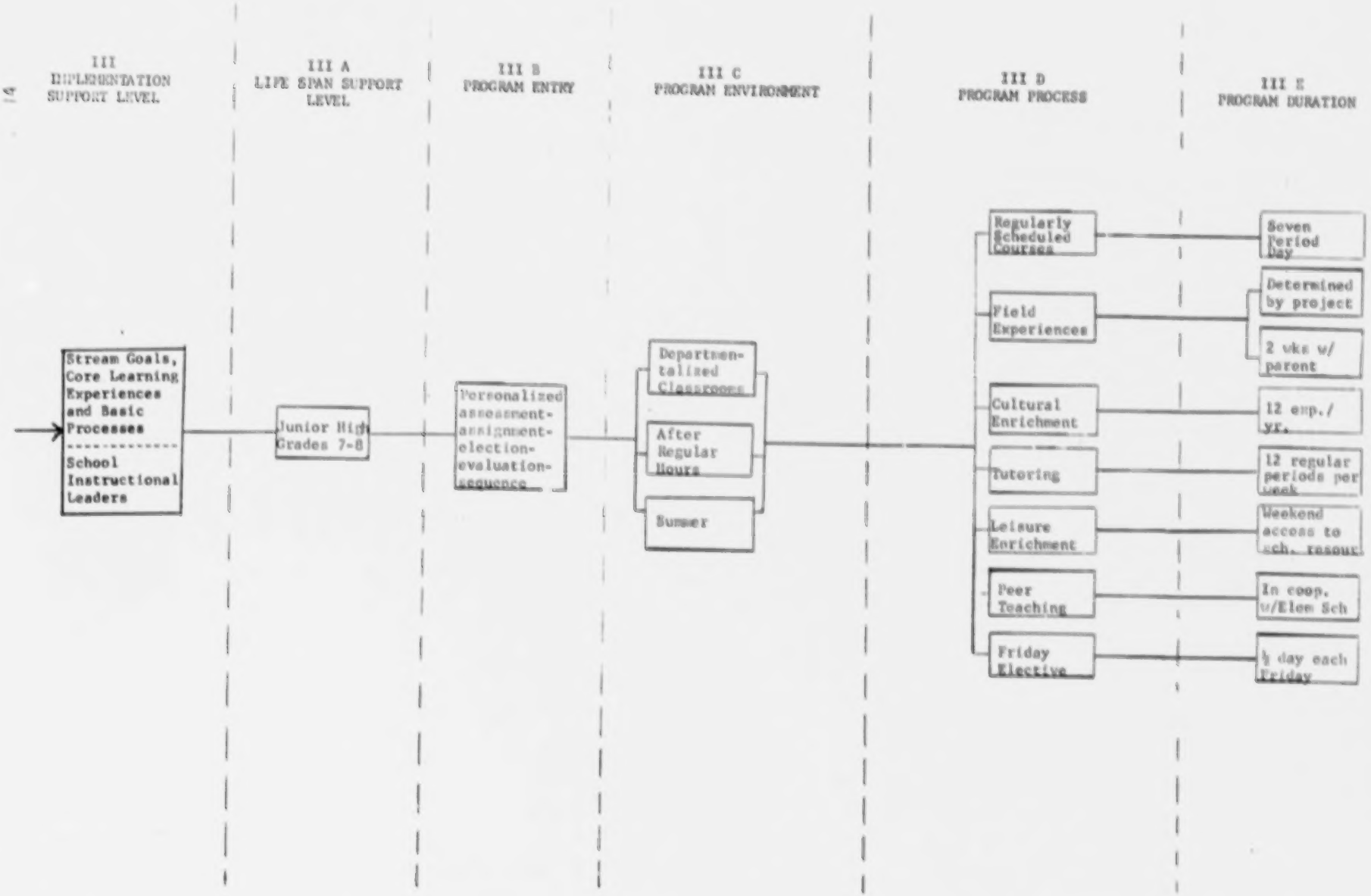
Level III is subdivided further into five implementation levels: 1) early childhood education, 2) elementary education, 3) junior high school education. The following charts depict five sub-levels of program activity for each of the five implementation levels. These sub-levels are III A) life span support level, III B) program entry, III C) program environment, III D) program process, and III E) program duration. All Level III support level activities are designed to experience continual monitoring, process evaluation, and level renewal effort.

The overall organizational structure is viewed as a closed loop sequence of policy analysis, program planning, program implementation, program assessment, and program and policy revision undergriding a support and delivery system for providing instructional services to children.


I
POLICY SUPPORT LEVEL
II
PLANNING SUPPORT LEVEL
III
IMPLEMENTATION SUPPORT LEVEL
Board
Coordinating Council
Various Advisory Committees
Policy
Project Director
Instructional Support
Project Coordinator
Student/Instructional/ Institutional Goals
Policy Criteria
Direct Instructional Services
Indirect Instructional Services
Staff Development
Curriculum/ Student/ Staff/ Community/ Involvement
Program Evaluation
Program Dissemination
Personnel
Maintenance
Plant Service
Transportation
Business
Health & Welfare
Participation Acquisition
Inservice
Workshops
Conferences
Consultant Services
Monitoring
District Curriculum Committee
Steering Committee
Student Performance
Teaching Processes
Management
Community Involvement
Local
National
Stream Goals, Core Learning Experiences and Basic Processes
School Instructional Leaders
Building
Grounds
Equipment
Cafeteria
Home--School
Field Trip
Day to Day
Program Evaluation
Purchasing
Personnel
Distribution
Accounting
Payroll


III
IMPLEMENTATION SUPPORT LEVEL
III A
LIFE SPAN SUPPORT LEVEL
III B
PROGRAM ENTRY
III C
PROGRAM ENVIRONMENT
III D
PROGRAM PROCESSES
III E
PROGRAM DURATION
Stream Goals, Core Learning Experiences and Basic Processes
School Instructional Leaders
Early Childhood Ages: Birth to School Entry
Personalized Assessment Assignment Election-Evaluation Sequence
Classroom for Handicapped Children
Diagnostic Center
Day Care Center
Home Day Care Centers
Individual Child's Home
Local Churches and Meeting Halls
Primary School Classrooms (Summer School)
Prescriptive Teaching
Individual Screening/ Diagnosis
Day Care
Home day care
Home Visitation
Small group activities (Reading Pre.
Summer School
Daily Sept - May
Daily as needed
Daily - year-round
Daily - year-round
Bi-weekly Sept-May
Every six weeks Sept - May
Six Weeks June-July-August


III
IMPLEMENTATION SUPPORT LEVEL
III A
LIFE SPAN SUPPORT LEVEL
III B
PROGRAM ENTRY
III C
PROGRAM ENVIRONMENT
III D
PROGRAM PROCESS
III E
PROGRAM DURATION
Stream Goals, Core Learning Experiences and Basic Processes
School Instructional Leaders
Elementary Grades 1-6
Personalized Assessment Assignment Election-Evaluation Sequence
Self Contained Classroom
After Regular Hours
Summer
Tutoring
Free Electives
Home & Travel
Field Experiences
Media Center
Differenti-ated Staffing
Learning Centers
Parent Planning & Instruction
Volunteer Instruction
Peer Instruction
Cultural Enrichment
Leisure Enrichment
Daily 30 min.
Weekly 2½ hrs.
As determined by parent
As determined by teacher
Weekly 1 hr.
Entire Year
Entire Year
Once each 3 wks.
Entire Year
3 weekly
12 events yearly
Weekends & summer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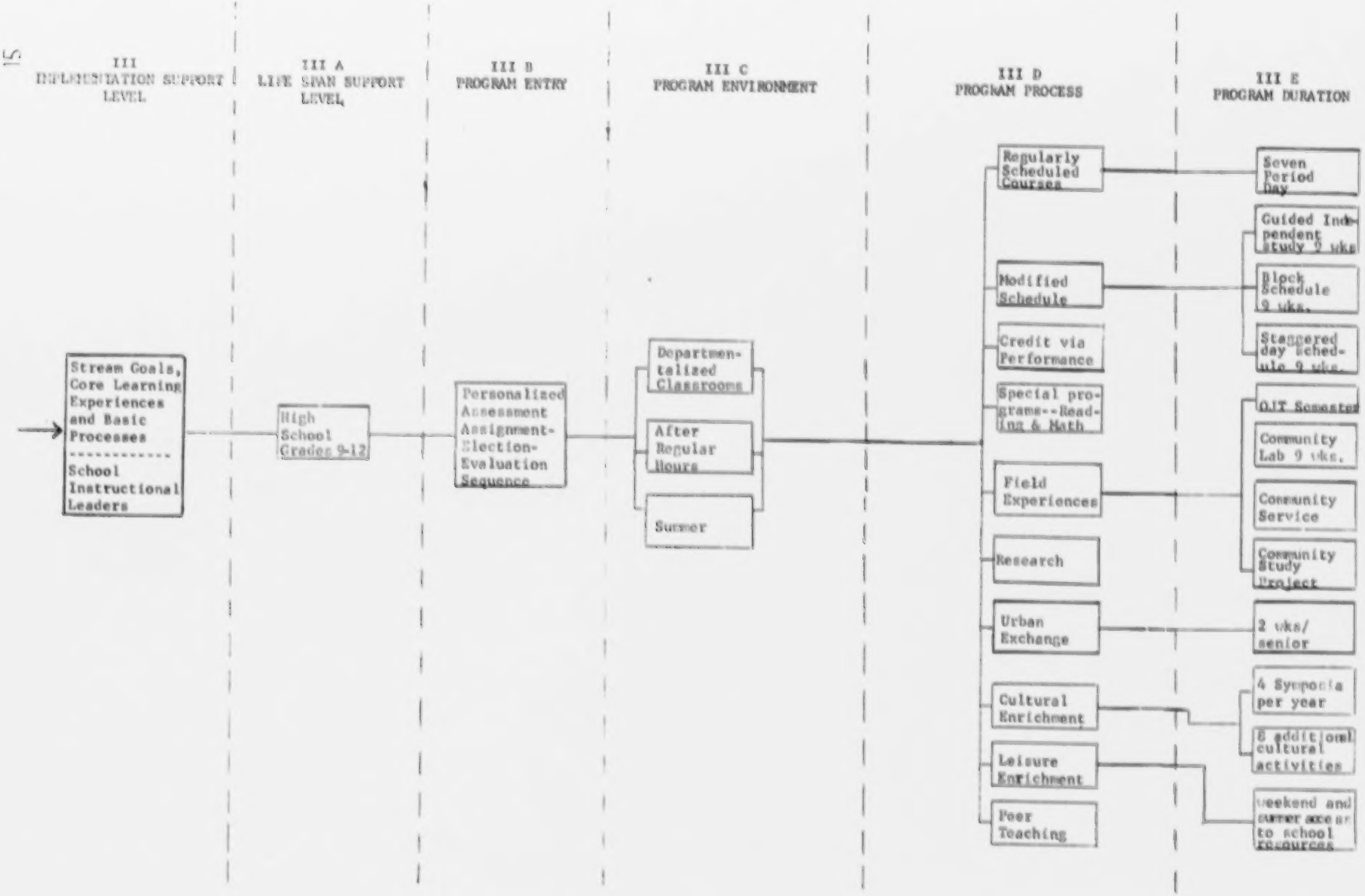
LIFE SPAN SUPPORT LEVEL
III B
PROGRAM ENTRY
III C
PROGRAM ENVIRONMENT
III D
PROGRAM PROCESS
III E
PROGRAM DURATION
Stream Goals, Core Learning Experiences and Basic Processes
School Instructional Leaders
Junior High Grades 7-8
Personalized assessment-assignment-election-evaluation-sequence
Departmentalized Classroom
After Regular Hours
Summer
Regularly Scheduled Courses
Field Experiences
Cultural Enrichment
Tutoring
Leisure Enrichment
Peer Teaching
Friday Elective
Seven Period Day
Determined by project
2 wks w/ parent
12 exp./ yr.
12 regular periods per week
Weekend access to sch. resour
In coop. w/Elem Sch
½ day each Friday


III
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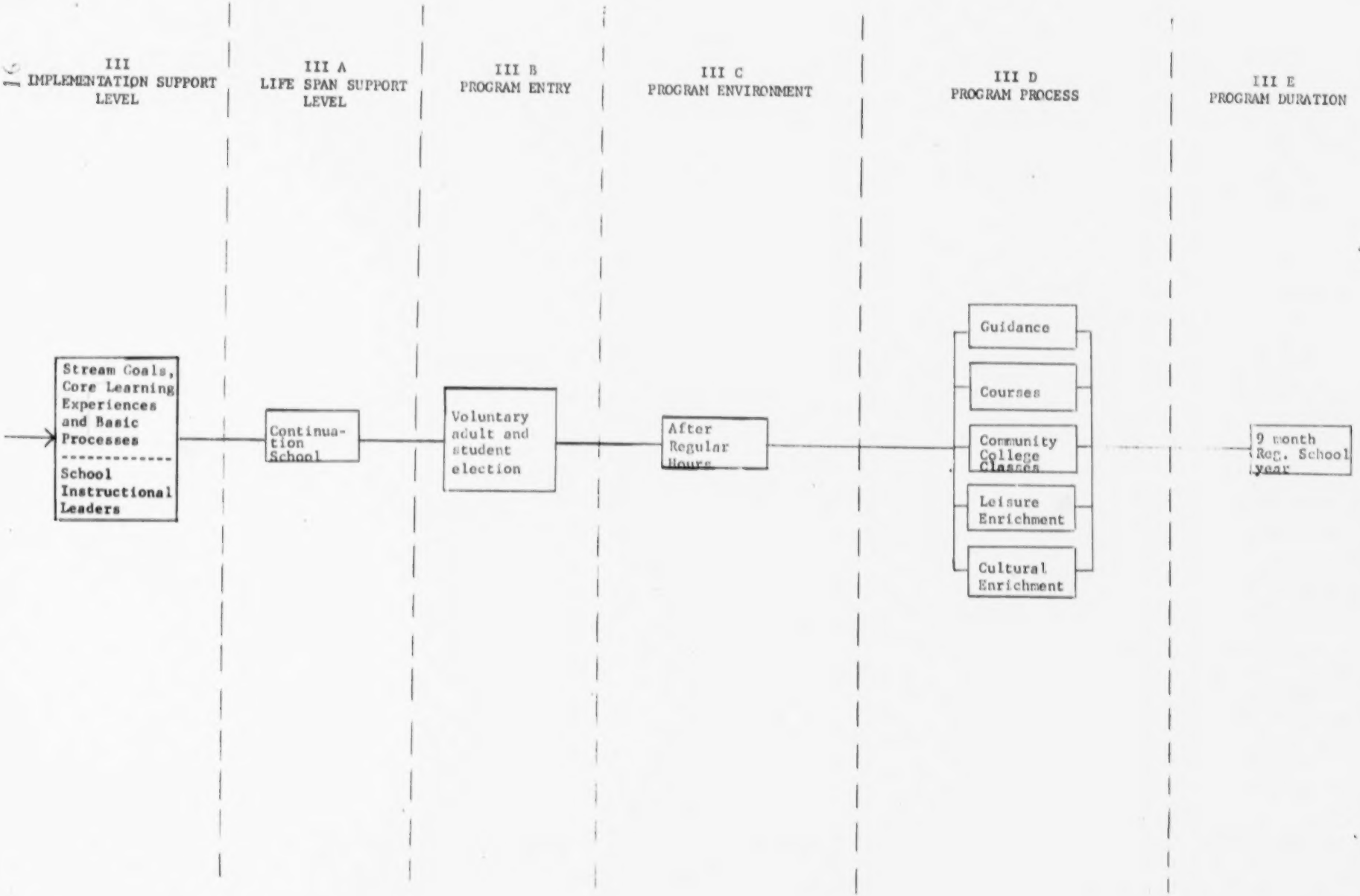
III A
LIFE SPAN SUPPORT LEVEL
III B
PROGRAM ENTRY
III C
PROGRAM ENVIRONMENT
III D
PROGRAM PROCESS
III E
PROGRAM DURATION
Stream Goals, Core Learning Experiences and Basic Processes
School Instructional Leaders
High School Grades 9-12
Personalized Assessment Assignment-Election-Evaluation Sequence
Departmentalized Classrooms
After Regular Hours
Summer
Regularly Scheduled Courses
Modified Schedule
Credit via Performance
Special programs--Reading & Math
Field Experiences
Research
Urban Exchange
Cultural Enrichment
Leisure Enrichment
Peer Teaching
Seven Period Day
Guided Independent Study 9 wks
Block Schedule 9 wks.
Staggered day schedule 9 wks.
OJT Semester
Community Lab 9 wks.
Community Service
Community Study Project
2 wks/ senior
4 Symposia per year
8 additional cultural activities
weekend and summer access to school resources


III
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III A
LIFE SPAN SUPPORT LEVEL
III B
PROGRAM ENTRY
III C
PROGRAM ENVIRONMENT
III D
PROGRAM PROCESS
III E
PROGRAM DURATION
Stream Goals, Core Learning Experiences and Basic Processes
School Instructional Leaders
Continuation School
Voluntary adult and student election
After Regular Hours
Guidance
Courses
Community College Classes
Leisure Enrichment
Cultural Enrichment
9 month Reg. School year

V. CURRICULUM

The general purposes of the South Umpqua School District basically parallel our concept of a five-stream curricular confluence. The combined processes we promote will alter the nature of the present curriculum in significant ways, but specifically the curriculum is a group of streams that runs through the whole educational system. Allowing broad latitude in either sampling or deep intensive penetration in each stream, many categories of youngsters will be able to grasp opportunities currently denied them. College-bound youth often miss real leadership experience, work experience, manual skill development, in-depth study in the cultural and expressive arts, and independent research because they are too busy preparing. "Non-academic" students too often are denied contact with the best teachers and with student scholars; many are not accorded genuine respect as persons, given opportunities to demonstrate personal responsibility and self-direction, or offered opportunities to work in areas of personal strehgth for a variety of poor reasons.

The concept of content as a series of parallel streams, separated only metaphorically and joined laterally through a network of fundamental concepts, departs from the traditional conception of several separate disciplines, each with its own unique pre-existent structure, modes of inquiry, and products. The stream concept derives from different assumptions and from a different rationale than does the concept of subject disciplines. Our use of the stream is not designed, however, to create a new way of organizing knowledge but to alter the focus of our educational efforts. Specifically, the concept focuses on the development, the nurture of the young. It refuses any obligation on the part of the schools to attempt the transmission of any particular body of constant knowledge. The details and structure of much knowledge are far from directly related to the lives of most people who attend even 18 years of schooling. Although we value our specialists and academic scholars whose labors deepen our understanding, the public school cannot proceed as if the knowlege of specialists should or could be the province of every man.

With some, this refusal will shock and be recognized as educational heresy. With others it will be recognized as a realistic acceptance of several fundamental facts: that knowledge is increasing exponentially; that the structuring of knowledge occurs after the fact; that systematic modes of inquiry are abstractions from behavior, not necessarily a means of organizing for instruction and learning; that understanding comes from a personal need, an internal necessity to know, depending not on talent or previous knowledge; that the need to know is not a vague necessity schooling can impose on students but the inherent desire to take advantage of something concrete; that the man in possession of the world's most detailed trivia may be inept; that the educated man is not necessarily the specialist in a particular discipline, but a "man for all seasons," possessing several generalizable attributes which epitomize the stream concept.

With knowledge in a state of such constant transition and with academic and operational skills so quickly subject to obsolescence, emphasis and criteria of success will be increasingly upon the school's success in producing personal attributes which transcend ingestion of subject matter. These include such attributes as appreciations, attitudes, ways of tackling problems, command of effective procedures for activating the devices and social structures in existence for acquiring knowledge and understanding, and adherences to well-chosen values. Stated another way, the attributes are: the inclination to

discover knowledge and the capability to do so; the capability to produce knowledge; and the capability to utilize knowlege for serious purposes and aspirations.

Lest it be thought that the foregoing commitments portend a denigration of subject matter and endless exercises in frothy, intellectual play, we hasten to add that out of the universe of subject matter available, the traditional categories and organization of content will be honored and utilized in our educational efforts. We do not decry instruction in the basic skills, rather we applaud, honor and promote fundamental and essential excellence in these key areas. Well-taught subject matter is the school's chief instrument for stimulating the intellectual growth and development of students. Our stream goals and processes are designed to facilitate the integration of broad subject matter areas with those personal attributes that lead to success.

The stream goals that follow are subsets of the comprehensive theme of the experimental schools project and the project's student, instructional, and institutional goals. We have attempted in our stream goals to develop a rational integration of our community's values, goals, processes and procedures.

Common Stream Goals and Core Learning Experiences

The five streams share responsibility for infusing learning situations with certain common mental processes, personal and group aspirations, and socio-cultural activities. Students working in each stream will have experiences in:

* Recognizing and making analogies, comparisons and syllogisms. Solving problems and finding logical answers by making inferences.
* Producing and solving complex problems and evaluating their solutions.
* Spatial reasoning activities to enhance speed, acuity and accuracy of visual analogical perception.
* Recognizing inconsistent reasoning. Reinterpreting information and finding many different ways to solve a problem.
* Creating original information, invention and ideas.
* Formulating questions, definitions and scientific problems in specific terms preparatory to devising a solution.
* Interacting frequently utilizing the language.
* Playing in individual and group activities involving a range of physical and mental skills.
* Classifying, organizing, and quantifying observable phenomena.
* Sharing cultural awareness.
* Discovering abstract principles and values.
* Progressing from random play to appropriate behavior in structured environments.
* Exploring and responding to the natural environment.
* Comprehending the meaning of time, place, and space.
* Responding to social institutions (family, clan, community, state, nation, and international community).
* Achieving successfully goals set by the individual.
* Developing perceptions of cultural heritage.
* Understanding spiritual heritage.
* Being challenged in physical growth.
* Creatively expressing a view of the world.

During the course of the planning process since December 15, 1972, from 12-35 goals for each stream have been developed into concise written statements not included in this plan, but contained in the January 23, 1973, draft. These goals will be utilized in continual planning and implementation of stream programs. Many of these goals for most streams are those typically associated with basic skills development and standard content. Their orientation, however, is distinctly consistent with the central theme of the experimental schools plan, and they attend to the distinctions between the cognitive, affective and psychomotor domains of learning.

The following overview of each stream contains goal statements only for the personal development stream and one aspect of the mathematics/technology/science stream. These goals are included to demonstrate new areas of specific curricular emphasis, with the joint understanding that the overall project goals also contain emphases that are new to our school district.

A. The Personal Development Stream. This stream develops the affective and cultural skills of the inward, more private person. A galaxy of research has been done within the last twenty years that argues for the primacy of the self. The essential powerlessness, which marks the students in our schools, and the difficulties experiences by those of us who have been nurtured in rural circumstances as we have moved into adult activities speak directly to the need for substantive change in rural educational practice which touches personal development.

The personal development stream invades all other streams since all activities of the school deal in some way with the development of the individual. This pervasiveness does not, however, negate the school's responsibility to deal instructionally with the content, attitudes, processes, and experiences which aid individual personal development.

Goals

We have tried to understand what kind of personal development we would like to see in the children whose lives we touch. For this development to happen, all of us involved in schools--parent, teacher, and child--need to be personally committed to and working toward the realization of these goals. Students will, therefore, receive encouragement and assistance:

1. To feel good about themselves (positive self-concept).
2. To retain and stimulate their natural creativity and curiosity.
3. To know and accept themselves--strengths, weaknesses, imagination, interests, values, beliefs, fears, hopes: total personality and behavior--as fully as they can at any given life stage and to use this knowledge for the enrichment and improvement of their personal and social lives.
4. To develop an ability to deal constructively with emotions (particularly anger, hostility, frustration and failure).
5. To have the desire and knowledge to take care of their bodies.
6. To be competent in basic reading, writing, and math skills according to their ability.
7. To understand and participate, personally and humanely, in as much of the worlds of nature, society, the arts, drama, music, literature, philosophy and religion as they are able and willing to.

8. To understand in an emphathetic way the basic ideas of the major world religions.
9. To understand man's precarious relationship to his environment so that they might live more harmoniously with nature--wisely.
10. To understand their relationship to their fellow human beings so that they might more harmoniously and gratefully live within the family of man accepting both their individuality and commonness.
11. To be tolerant, caring for people who value the equal worth and dignity of each person and of all classes, cultures and peoples.
12. To be honest and fair with themselves and others.
13. To be able to approach information critically and to separate fact, half-truth, falsehood and opinion.
14. To be able to plan and choose rationally among possible options.
15. To be responsible for their actions and realize the implications of their actions emotionally, physically, financially and morally.
16. To have leisure time activities that support and enrich their lives and those of others.
17. To have the courage to chose and implement their own style of living.
18. To have the courage of conscience to oppose all that violates their individual beliefs and values and to work hard to shape the world they want.

B. The Mathematics/Technology/Science Stream. The unremitting growth of technology fueled by what is perhaps the major intellectual achievement of Western man--scientific rationality--seems likely to continue its growth. Students in rural schools historically lack strength in mathematical and scientific thought processes. Everyone in our schools must have more than ample opportunity to become competent in manipulating numbers and in thinking quantitatively. In early grades arithmetical processes are important, but higher mathematics must be seen and grasped as an integral element of the many intellectual tools which are used extensively by the scientific or technological man. We will provide ample opportunity for youngsters to move into the scientific way of thought, not only as a kind of acculturation, but also as a way many youngsters find individual fulfillment, or work toward a specialty in the sciences, capitalizing upon our district's fortuitous geographic location.

Goals

1. Develop respect for the human condition, man's plight and his social life while coping with the forces of his natural environment.
2. Develop sets of techniques that make it possible to analyze the nature of the technological and natural world.
3. Have a sense of the unfinished business of man's development.

Science

We will assist students to develop their ability to employ scientific processes and attitudes as they explore and attempt to explain natural phenomena. Students will:

1. Use the scientific method.
2. Manipulate tools and apparatus.
3. Utilize methods and attitudes to interpret scientific problems.

4. Apply scientific knowledge to specific situations.
5. Use scientific facts and principles to solve practical problems.
6. Integrate facts and principles into concepts and theories.
7. Know the significant scientific facts, principles and processes.
8. Search for scientific facts and principles.

Instructional processes in science will focus on thirteen items:

1. Observing. Students will practice using the five senses to obtain information about objects and events and in using the measuring and sensing devices by which we extend the range of human observation.
2. Using space-time relationships. Students will practice describing spatial relationships and their change with time. This effort will include study of shapes, symmetry, motion and rate of change.
3. Classifying. Students will practice the scientific imposition of order on collections of objects, events, and ideas.
4. Using numbers. Students will use numbers as a basic process of science as scientists actually use numbers in finding answers to real questions.
5. Measuring. Students will utilize instruments to measure length, mass, time, weight, and volume. They will apply rules for calculating derived quantities from two or more measurements.
6. Communicating. Students will practice the clear, precise, unambiguous manner of communicating most desirable for objective reporting of observations.
7. Predicting. Students will use the tools of mathematics and science to forecast future observations.
8. Inferring. Students will use formats for reporting observations that require drawing inferences from scientifically generated evidence.

The following integrated process goals will be increasingly emphasized in the junior high school and high school science program.

9. Controlling variables.
10. Interpreting data.
11. Formulating hypotheses.
12. Defining operationally.
13. Experimenting.

Technology

Broadly, technology means the body of knowledge available to a civilization that is of use in fashioning implements, processes, in practicing manual arts and skills, and in extracting or collecting materials. By "technology" we also include the meanings of technic--the theory, principles or study of process. Allied to our definition is our concern for the study of the tools and techniques by which we extend human capability, whether those tools and techniques are "hard" (mechanical) or "soft" (intellectual). Students will:

1. Analyze and compare scientifically the tool-using activities of historical man.

2. Study the scientific aspects of key technical processes of mankind: agronomy, mining, transportation, navigation, communication, storage, energy usage, architecture, hydrology, medicine, military science, industrialization, urbanization, education, food processing, aero-space technology, centralization, forest management, astronomy, meteorology, cybernetics and others.
3. Plan complex processes and strategies using standard planning instruments and strategies: statistical sampling, management grids, flow charts, PERT charts, change strategies, PPBES techniques, mapping, prediction, forecasting and statistical graphing.
4. Initiate a planned intervention or process.
5. Evaluate the operation of a process or intervention using standard evaluative techniques including monitoring and observation.
6. Report the results of evaluation to appropriate agencies for system renewal.

C. The Career Development Stream. This stream builds on the traditional vocational-technical curriculum but goes much further. It includes a broad-based development of intelligence about work, beginning at the earliest levels of elementary school and continuing through development of specific careers. Of the many career clusters that have been developed, none includes a professional career cluster nor a human civic service cluster. We will enrich present career programs and add others such as the two above. And in tandem with the civic education stream (below), the on-the-job experience concept is broadened to include the concept of community internship where students will spend one quarter during their high school experience working either on-the-job for pay or in human or community service organizations throughout the county, including the schools.

D. The Civic Education Stream. We will utilize the entire community as a kind of social laboratory with full participation by children and youth as may be appropriate at each stage. The quality of social life is profoundly influenced by man's relationship to his environment. For this reason, environmental education with the entire geographical area as an environmental laboratory infuses into the civic education stream an interdisciplinary area of study. The community experience center concept will be implemented, extending the range of responsible choice in occupations, leisure time behavior, community and human service and interpersonal relationships.

E. The Communications Stream. Pervasive to all other streams, the communications stream includes what we traditionally call the language arts, but is more extensive. It includes a cultivation of artistry and creativity in symbolic communication. Perhaps more basic, it cultivates a sensitivity in hearing others and in establishing fully open communication.

Foreign language instruction basically fits into the communications curricular stream. However, the authentic study of foreign cultures, literatures, arts, life styles, and lives will be achieved in our schools without waiting two years for youngsters to develop a primitive speaking and translating ability. Additionally, the areas normally embraced by the arts: music, drama, creative writing, the visual and graphic arts, sculpture, dance, film and other of the traditional humanities and communication-centered social sciences are included in the communications stream.

VI. COMPONENT DESCRIPTIONS

Although some of the components described below are subsets of larger components, the descriptions relate specifically to major items for which funds are requested. These items include:

A. Project Management
B. Staff Development
C. Curriculum Planning and Core Learning Implementation
D. Program Evaluation
E. Program Dissemination
F. Life Span Support Levels
   1. Early Childhood Support Level
   2. Elementary School Support Level
   3. Junior High School Support Level
   4. High School Support Level
   5. Community Coordination and Cultural and Leisure Enrichment
   6. Special Education Support Level

A. Project Management. This area includes policy analysis and formulation involving the School Board, Experimental Schools Coordinating Council and the various advisory committees currently in operation. It includes as well project direction, the shared curriculum decision-making processes, and the coordination of both direct and indirect instructional services. Direct instructional services are described as distinct components in later sections of this plan, but indirect instructional services are the services which have historically supported the instructional activities of the district. Maintenance, food service, transportation and business systems have operated under the control of the district business manager since the summer of 1971. The only change envisioned in this entire aspect of management is the institution of a planning, programming, budgeting and evaluating system. This change is designed to effect increasing sophistication in the management of educational resources, with greater emphasis on systematic planning for and control of resources at every staff level throughout the district.

B. Staff Development. As the spirit of reform mounts both from within and from outside the South Umpqua Schools and permeates the entire community, the real pressure to change ultimately impinges directly on the teacher in the classroom. Educational solutions to imagined problems or educational alternatives whose efficacy has not been authenticated by experience and data are continually offered in the form of demands. As demands by other communities are increasingly published in popular journals (demands for free schools, open classrooms, disestablishment schools, demonstration centers, alternative patterns of education, street academies, store front classrooms, and other departures from the traditional), severe doubts are raised about traditional instructional approaches to children and class organizational structures as perpetuated throughout our own formal educational system.

At another level of concern, increasing pressures to humanize education, to individualize, to eliminate "joyless" education and accept expressiveness and spontaneity as important goals, to concern ourselves with the affective and social no less than with cognitive dimensions of learning--these, too, transfer extraordinary weight to the shoulders of school faculties. Concerns with the relevance of both the content and process of the school

experience, with the inadequacy of present general curricula to prepare young people with "entry level" skills needed in adult society, with the community-centered and community-controlled school--as a matter of fact, the revival of interest in the social bases of education and in the place of the school in the social order--all raise serious questions about our school's present ability to respond.

Recognizing these increasing pressures and our own inclinations to improve our efforts to educate youngsters, we have also recognized for some time our need for additional education and training in improved means of accomplishing the task. We are cognizant of the fact that the great majority of us have the kind of traditional training that does not prepare us to meet the instructional demands of the present society. Our insights into many of the problems we encounter as we seek necessary reform are faltering at best.

Teacher education institutions that continue the education of the overwhelming majority of South Umpqua's faculty have kept pace with current pedagogical ideas and practices and the new political pressures on the public schools. Yet for a variety of understandable reasons, these institutions have concentrated on the individual in isolation from his own professional environment and by this very act have provided educational experiences that are singularly unresponsive to most of the educator's real needs. In our own circumstance, the present absence of any direct relationship between the public schools and the educational institutions which supply us with staff is entering a period of serious testing.

Late in September, 1972, partially to determine whether or not any direct relationship can be established and to begin our own planning for the training we will need to match practice with vision, the South Umpqua Schools entered into a planning agreement with our nearest institution of higher education, Southern Oregon College in Ashland, 85 miles to the south. As a result, 21 members of the staff spent six hours per week together in October, November, and December using a systems analysis approach to develop a staff training program. The specific aim of the planning was to concentrate on a training program for professionals that went beyond but took into account concerns with meeting minimal certification requirements. Three of the six hours were spent in joint planning sessions involving these South Umpqua school staff members and the education faculty of Southern Oregon College. Through this joint effort, a wealth of written statements has been generated; and each of the statements end in proposals for one college course or another in several broad categories.

Some of these courses will be offered locally during the coming months until fall, 1973, but this traditional arrangement will not suffice for the four project years. The distance to the nearest teacher education institution alone impedes its chance of effectiveness. To a large extent, this arrangement precludes the establishment of close ties with college resources other than an education department. For us, maintaining close ties with liberal arts and other departments is equally important for those staff members with content specialties. More importantly, these college courses are so often divorced from the pressing demands of the classroom, the unique needs of a district, and the other insistent demands on the public schools that they generally do not contribute to the necessary comprehensive direction of a school system. For staff members

who must satisfy certification requirements with prescribed courses, the collegiate arrangements we have established will make a definite contribution to them.

However, to satisfy the staff development requirements of the experimental schools project and to focus directly on our district's precise needs, we additionally will institute a district staff development center, so that regular training and follow-up in the classrooms (or wherever the professional staff member plys his art) will become standard district practice. In order that "courses" may be more closely tailored to both the district's and the individual teacher's needs, the district will petition the state system of higher education to offer credit for training received at the center, with the stipulation that such credit will be allowable toward satisfying state certification and advanced degree requirements. The University of Oregon School of Education has already indicated a desire to cooperate in piloting this type of arrangement with a local school district.

Goal setting for staff training and development is a continuous and dynamic process, but the following statements generally express the continuing objectives of the staff development center.

I. <u>General Purposes and Principles</u>

a. The center's purpose is to provide services that improve the quality of education in the South Umpqua School District by:
   1) Creating educational offerings for the staff who want to work more effectively with children.
   2) Providing educational training services for which there is a demonstrated need and which cannot feasibly be provided by other outside organizations.
   3) Developing a collaborative relationship between the South Umpqua School District and other educational institutions which promotes effective problem solving and aids in bringing about change which might not otherwise be possible.
   4) Creating, in conjunction with schools in individual attendance areas, training programs clearly tailored to meet high priority needs and integrated with curricular programs important to the comprehensive direction of the experimental schools project.
   5) Working with the different organizational components of the schools in developing training programs and promoting close ties between formal classroom and direct experience learning using carefully selected follow-up procedures.
   6) Drawing upon faculty talents already available within the school district and creating means for collaborating with other institutions which might aid in training.

b. The center's operating principles are:
   1) In selecting its training programs:
      * To concentrate its resources on a limited number of high-priority areas.
      * To focus on issues where the schools are under pressure to respond.
      * To focus on problems common to the entire school district.
   2) In carrying out its training programs:

* To assist individuals and groups of staff members in defining their own needs.
* To integrate its efforts with the experimental schools project's comprehensive efforts.
* To assess the effectiveness of its own work.

3) In its internal operations:
* To focus on facilitating a supply of needed resources rather than attempting to supply all resources itself.
* To develop and maintain communication and mutual support among staff members.
* To develop effective coordination among organization components.
* To maintain a durable school district base, becoming an integral part of the entire organization.

2. General Process Objectives

a. Establishing and maintaining center direction:
1) The center training programs initiated during the 1973-74 school year will adhere to the priorities set forth in the experimental schools project and as established by project decision-making bodies.
2) The priorities will be systematically assessed and reviewed before priorities are set for subsequent years.
3) New priority areas will be explored and training programs planned in depth and tested so that sufficient information surfaces for timely and orderly decision making.

b. Building communication and cohesiveness:
1) Staff meetings and informal communication links will operate in such a way that the center staff is reasonably informed about project operations, within the limits of increasingly decentralized functions.
2) The decision-making processes in the center will be differentiated so that operational decisions within priority areas are delegated and planning decisions regarding new priorities result from an orderly process of full staff involvement.
3) Concerted effort will be exercised and there will be evidence by the end of the 1973-74 school year that the center staff has been involved in the major operational areas of the project.

c. Activities for continuous development:
1) Continued professional training will be provided throughout the year to the center staff.
2) Outside consultants will be regularly and systematically involved in center planning in a manner which assists the staff to achieve center objectives.

d. Functional processes:
The center will use in its own instructional programs the procedures and processes that the experimental schools project requires for the instructional interaction between teacher and children.

The center will operate a community learning network making known and available to teachers information about the wide range of

resource people available to help teachers satisfy their instructional skill needs. The center staff will work to establish a relationship of mutual respect for the skills, activities, and resources which the teacher and the resource people bring to each other.

In-service education will provide follow-up help and an on-going supportive relationship for the trainees. Teachers will be given the opportunity to work out their own solutions actively rather than by being exposed to or having the solutions of "experts" imposed.

3. Center Operation. The staff development center will be operated under the control of a board of directors consisting of nine members--five certificated staff members (one from each of the schools) two non-certificated instructional staff members and two community members. The staff members will be elected by the staff, the community members will be appointed by the School Board and non-certificated instructional staff members will be jointly appointed by the superintendent and the president of the Classified Employees Association. Term of office for the board of directors will two years with staggered terms.

The responsibilities of the board of directors are as follows:

a. Implement the staff development portion of the experimental schools plan.
b. Evaluate the effectiveness of the overall staff development program in terms of individual staff and district needs.
c. Determine the need for program modification.
d. Plan program modifications.
e. Make recommendations for program modification to the District Curriculum Decision Making Board.
f. Implement the revised plan.
g. Establish policies for supervision and direction of the student teacher and intern program.

To discharge their responsibilities, the board of directors of the staff development center has the AUTHORITY to:

a. Establish meeting time and place.
b. Determine internal organizational structure.
c. Recommend program modifications to the District Curriculum Decision Making Board.
d. Determine their own priorities for work.
e. Arrange for consultants to assist in committee work.
f. Develop a standard format for presenting program modification.
g. Call on the resources of the evaluation section to assist in evaluating.
h. Hold the director accountable for the implementation of programs.
i. Require adherence to policies of supervision and direction.

4. Center Staffing. The staff development center will be staffed with a full-time director with one secretary. Building instructional leaders will perform part-time instructional functions in the center, and the director will have the financial resources available to contract with

educational consultants for instructional services. A full-time director of staff development will continue as a permanent staff function in the district after the four-year life of the experimental schools project.

C. Curriculum Planning and Core Learning Implementation (administration, organization and governance). The South Umpqua School District pattern for administration and governance of the schools has been the traditional hierarchical system with emphasis on decisions being made by holders of specified positions within the hierarchy. Only the school superintendent has in the past been authorized to recommend program changes directly to the School Board. As a part of the experimental schools project, the district will develop administrative policies and system-wide reorganization so that the decision-making process will be broadened to include all staff members, many students, and an increased number of community representatives.

This reorganization envisions new organizational patterns relative to three district functions: curriculum planning, curriculum decision making and individual school implementation of curriculum. In the curriculum decision-making function, the group responsible will also have authority to recommend program changes directly to the School Board independent of the school superintendent.

1. Curriculum Planning

a. Curriculum Stream Committee. Each curriculum stream committee will be responsible for the refinement and development of the educational program in the appropriate curriculum stream. Each committee will consist of nine permanent members--one elected member from the staff of each of the five schools without regard to certification or position within the building, two community members and two students appointed by the School Board. Each member will serve two-year staggered terms. In addition, any staff or community member may join any of the stream committees as a voting member for the purpose of working on a particular project or proposal, providing he is willing to commit the time necessary to follow the project or proposal through to a final decision.

The responsibilities of each curriculum stream committee are to:
1) Monitor the implementation of the stream program.
2) Articulate the educational program in each stream.
3) Determine the need for program modification.
4) Plan program modifications.
5) Secure staff, community and student reaction to program modifications.
6) Make recommendations for program modification to the District Curriculum Decision Making Board.
7) Monitor implementation of the revised plan.
8) Establish meeting agenda and distribute it to the staff.

In order to discharge these responsibilities, each curriculum stream committee has AUTHORITY, within the guidelines specified in the December 15, 1972, preliminary plan draft to:

1) Establish meeting time and place.
2) Determine internal organizational structure.
3) Recommend program modifications to the District Curriculum Decision Making Board.
4) Require an accounting from each school regarding the implementation of stream programs.
5) Require release time for the purpose of program monitoring.
6) Evaluate the effectiveness of staff and programs.
7) Determine their own priorities for work.
8) Determine own information needs.
9) Require information and services from all other departments of the school district.
10) Arrange for consultants to assist in committee work.
11) Develop a standard format for presenting program modification recommendations.
12) Determine agendas for meetings.
13) Establish own deadlines for completion of work.

2. District Curriculum Decision Making Board. The District Curriculum Decision Making Board consists of nine members--five staff members, two students and two community members. The staff members will be elected, one from each school, and the two students and two community members will be appointed by the School Board. The assistant superintendent will serve as executive secretary to this decision-making board. Each member will serve two-year staggered terms.

The responsibilities of the District Curriculum Decision Making Board are:

a. Monitor the implementation of the five stream programs.
b. Articulate and coordinate overall curriculum thrust.
c. Determine the need for program modification.
d. Plan program modification.
e. Make recommendations for program modification to the School Board.
f. Monitor implementation of the revised plan.
g. Establish meeting agenda and distribute to the staff.

In order to discharge these responsibilities, the District Curriculum Decision Making Board has AUTHORITY, within the guidelines specified in the December 15, 1972, preliminary plan draft to:

a. Establish meeting time and place.
b. Determine internal organizational structure.
c. Recommend program modifications to the School Board.
d. Recommend materials and textbooks to the School Board.
e. Determine their own priorities for work.
f. Establish priorities of work for curriculum stream committees when appropriate.
g. Determine own information needs.
h. Require information and services from all other departments of the school district.
i. Arrange for consultants to assist in committee work.
j. Develop a standard format for presenting program modification recommendations.

k. Determine agendas for meetings.
l. Establish own deadlines for completion of work.

3. School Implementation and Operating Unit. These groups, one for each of the five schools, will be responsible for the implementation and evaluation of the curriculum stream program at the school building levels. The committee will determine its internal organizational structure, but must consist of at least five certificated staff members, two students (at the junior high and high school levels only), one non-certificated staff member and one parent. Each member will serve for one year. The school principal will serve as the unit's executive secretary and the instructional leader will serve as an ex officio member of the unit. In addition, any staff member may join the committee as a voting member for the purpose of working on a particular project or proposal, providing he is willing to commit the time necessary to follow the project or proposal through to a final decision.

The responsibilities of this body are:

a. To determine internal organization.
b. To implement stream programs.
c. To articulate programs and to coordinate time and facilities.
d. To establish resource allocation priorities.
e. To evaluate program.
f. To determine need for modification.
g. To secure staff, parent, and student reaction to results of program evaluation.
h. To make recommendations to stream committees for program modification.
i. To implement revised programs.
j. To establish meeting agendas and distribute them to staff.

In order to discharge these responsibilities, the School Implementation and Operating Unit has AUTHORITY, within the guidelines specified in the December 15, 1972, plan draft to:

a. Establish meeting time and place.
b. Determine internal organizational structure.
c. Recommend program modifications to individual stream committees.
d. Determine own priorities for work.
e. Determine own information needs and require reports from all personnel.
f. Determine resources needed for program operation and submit budget requests to the budget officer.
g. Evaluate program for effectiveness.
h. Implement recommended programs.
i. Determine agendas for meetings.
j. Establish own deadlines for completion of work.
k. Require the services of the staff development center.
l. Authorize purchases by line item in building budgets.
m. Allocate building space and time.
n. Require release time and evaluate programs.

4. Staffing Pattern. The staffing pattern envisioned for the experimental schools project is based on a basic recognition of a wealth of recent research evidence documenting the key elements of change. Intensive

studies of change strategies and theories of change have shown that simply adding program support resources--money, time, teaching and aide staff, materials, buildings, and equipment--alone, neither inspires nor guarantees the kind of changes that affect the education children receive. Resources are indeed required to make significant and lasting improvements, but other key elements include first, the commitment of key figures in the educational system--the superintendent and his staff, building principals and supervisors; second, staff, student and community involvement in long-range planning, with planning as evidence that change is a fact of life that cannot be fought or rejected, but managed; third, readiness on the part of the teaching staff, with time and training easily available as required by new processes; fourth, adequate and readily available progress and product feedback data; and fifth, a system-wide communications network that keeps crucial information flowing.

The key changes in the staffing patterns, therefore, integrate the traditional hierarchy with a new involvement structure in which long-range planning, decision making and school level implementation are decentralized and freely shared with staff, students and community. Leadership and teacher roles are differentiated along two tracks:

* Planning and providing support services on the one hand, and
* Delivering individualized instructional services to children on the other.

To aid both teachers and building administrators in implementing the experimental schools curricular revisions and program processes, instructional leader positions will be established in each school and will operate as a functioning part of the staff development center as well. The instructional leader will help others identify their needs, understand the resources available to them, and help them seek their own solutions to their teaching problems. The instructional leader will marshal all the resources he can which will be useful to his colleagues. The instructional leaders will be generalists who will also serve as liaison with all curriculum and operations committees, consolidating in their persons the twin project functions of curriculum planning and implementation.

As displayed in the program structure chart and the narrative in the staff development section of this plan, the significant new staffing pattern incorporates the director of the staff development center, who provides training services to staff members engaged in implementing the experimental schools processes, as a continuing part of the new structure. In addition, the evaluator will provide the data required by teachers as they make daily decisions about the individual child's instructional program.

The entire staffing pattern, including a disseminator in addition to the interns and student teachers who are rarely employed in schools our distance from a university, and the paraprofessional staff, is designed to place a greater diversity of personnel, training, and planning resources at the disposal of the teaching staff members as they attempt to meet the individual needs of pupils.

Finally, a community coordinator will concentrate on alleviating the high dropout rate by working throughout the schools and community to place students in part-time jobs and help them continue their education. He will work similarly in the areas of identifying places for learning experiences outside the schools, organizing leisure and cultural enrichment activities and in the summer educational program.

D. Program Evaluation. In order for the evaluation plan to coincide with the ideological framework of the comprehensive design of the South Umpqua Experimental Schools project, the evaluation plan concerns itself with two major areas of emphasis--the processes being instituted to affect the "climate" of the educational milieu and the product derived from the changed processes. The overriding purpose of the South Umpqua Experimental Schools project is to "personalize and intensify those instructional processes dealing with basic education and career preparation which enhance each student's ability to manage his life, emphasizing access to individualized programs, direct learning experiences, and independent study."

As this broad precept is interpreted in the school district, the experimental schools project emphasizes neither content nor product in conventional terms; rather it positively emphasizes the content of mathematics, reading, science, communication arts or cultural studies but concentrates on processes, processes that are important to the total growth of the individual child. The objectives of the evaluation plan are, consequently, heavily oriented toward the implementation of processes.

Specifically, the evaluation plan is designed to address five major indicators pertinent to all education: teaching, student performance, community involvement, management, and resource allocation.

1. General Goals

   a. To provide a flow of data to decision makers within the process of education, viz., educational managers, community members, appropriate decision-making bodies, teachers, and program funding organizations.
   b. To monitor the effectiveness of the project in terms of teaching, student performance, community involvement, management, staff development and resource allocation processes.
   c. To institute continual renewal planning processes for the purpose of maintaining change within the South Umpqua schools.
   d. To provide a consulting service to program developers.

   A more specific outline of the objectives and procedures to be utilized in monitoring each of the five educational indicators is presented in the evaluation plan, a separate document not included in this program plan. What is delineated in the remainder of this discussion is an overview of the general principles of evaluation which will be employed in monitoring the progress of the SUES program, and an outline of the particular ways in which those precepts will be implemented with respect to the five educational indicators.

2. Evaluation Parameters

   a. Evaluation, on the whole, will be a matter of provision rather than imposition.

* In essence, this means that the evaluation plan and the consequent evaluation data for any given program will flow from the operation of that program and will not be external to it. The one exception to the internal facet of evaluation will be the use of a standardized achievement test, a uniform survey of student attitudes and a regularized survey of community feelings toward the SUES project.

b. All programs developed for incorporation into the SUES project will contain objectives that are commensurate with the goals of the SUES project goals and that focus upon each of the five operational processes which envelop those goals.
   * This guideline is designed to ensure that the relevance of each program and the notion of comprehensiveness remains within the entire SUES project.

c. The evaluation scheme for each program will be based upon behavioral objectives that designate the behaviors which a student must perform in order to successfully complete that given learning experience.
   * This principle is consistent with a performance based, diagnostic-prescriptive notion of curriculum organization. The set of objectives developed for a given area of study (large or small) offers a diagnostic tool, a prescriptive device, and an opportunity for diversifying learning experiences on the basis of individual learning style and level of competence. The set of objectives also supplies basic information to the student from which informed choices may be made.

d. Evaluation of programs operating within the SUES project will be differentiated primarily by the student behaviors which the program is designed to teach, not diversified in terms of some artificial guideline such as grade level, skill level, or activity label.
   * The nucleus of this precept, in combination with parameters b. and c. above, is that the evaluation procedures utilized with any given program will be constant over all programs. The variation in the application of those constant evaluation procedures will arise from the variation of particular student behaviors that are emphasized. Modification of evaluation practices on the basis of the "artificial" guidelines alluded to above is unjustified because any given area of study may be offered to students at any grade level, involves basic skills as well as complex ones, and is labeled merely at the whim of the designer of the learning experience.

e. The evaluation staff will act as a resource to program developers and planners and will be involved in the program review process before a particular program is incorporated into the SUES project.
   * There is a conditional limitation on this parameter, however. That is, the evaluative review will be concerned only with the measurement aspects of the program, not with the content aspects. This latter concern lies within the domain of the program developers.

f. Classroom teachers will be primarily responsible for the collection of internal evaluation data relevant to the teaching process, student performance and community involvement educational indicators.
   * This principle is a natural implication of parameters a. and c. for it is the teacher who is in contact with the student and is managing the operation of the student's learning environment on

a daily basis. It should also be reiterated that data being collected will be that which would necessarily be needed in order to operate the process of education in line with the requirements of parameters b., c., and d. And finally, while the data will be different from those which are presently being collected by classroom teachers, they will not be in excess of that which is now being gathered.

3. The Teaching Process. As has been previously stated, one of the highest priorities of the SUES project is to provide a "learning climate" that is conducive to learning for all children in the South Umpqua School District. The behavior of the teacher is one of the primary influences upon the climate of learning. The general results of research concerning the efficacy of given instructional programs, as well as the results of research concerning the interaction between the attitudes of teachers toward their students and the resulting performance of students, bear out this claim.

   In an effort to monitor this rather significant education indicator, the evaluation plan will analyze the teaching process according to the specific criteria delineated in the SUES evaluation plan. Those criteria are an expansion of the project instructional goals and will be incorporated into the present evaluation scheme mandated by the district Board of Education.

4. Student Performance. Student performance, as interpreted by the SUES project, is concerned with three aspects of learning: the cognitive, the affective, and the psychomotor. The sense of cognitive performance may be considered to be within the traditional notion of "basic skills" or "course offerings." That is to say that evaluation of cognitive performance is concentrated upon describing students' mastery of reading, mathematical, cultural-historical, scientific, and communication skills. However, the focus of the description of student performance begins with an assumption that is not traditional; this assumption is that it is incumbent upon professional educators to provide programs that suit students rather than to impose learning experiences upon students and subsequently require students to conform to the guidelines of the learning activity. Moreover, the SUES project has redefined the traditional mode by which the curriculum is organized and articulated. This redefinition has delineated five learning experience streams, as opposed to knowledge content areas. These streams are: personal development, civic education, mathematics/technology/science, career development, and communications.

   The connotation of affective performance may be construed to reflect the personal feelings or attitudes a student holds about himself as well as the social behaviors or skills that an individual needs to practice "the creative individualism that it takes to survive and live decently under modern conditions."

   The criteria for the evaluation of student performance state the kinds of behaviors expected to accrue if the project student goals are accomplished and are presented in detail in the evaluation plan. They are consistent with a performance based criterion-referenced approach to evaluation. Within this framework, it is expected that a student would master all, or nearly all, of the objectives established for a given

level of learning or a particular course of study before continuing to another level or engaging in another course. Moreover, as students gain independence and assume more control over their own learning experiences, it is anticipated that they will take an active part in specifying their own objectives and levels of success.

5. Community Involvement. Community involvement is another vital indicator of the well- or ill-being of the process of education. The SUES project is committed to a mode of broad participation in the educational process on the part of community members. This commitment is that:

> The district will open the schools for direct parent involvement in planning and executing children's learning activities....The quality of the relationship between parents and their children in which self-determination, their right, enhances their feeling of competence and self-esteem will be developed as fundamental to the entire process. (Letter of Interest)

In addition, the role of community involvement is increased by section VI. C.

The objectives for the community are concerned with processes which may influence the educational environment and include efforts to monitor participation in the planning, operation, and renewal of the process of education. The specific objectives are outlined in the evaluation plan.

6. Management. A fourth crucial indicator of the process of education is that of the functioning of management. With respect to the SUES project, management of this program includes the management of the South Umpqua School District as well, and hence, includes the institutional goals of the project because those goals deal with changes in the behavior of the entire system.

The project management staff is comprised of the project director (the district superintendent), the project coordinator, and the project evaluator. The overall task for this group is to monitor the direction and progress of the SUES project and, in essence, the process of education within the school district in cooperation with the variety of people included in the new organizational and instructional arrangements for the project. The specific objectives for the management educational indicator are delineated in the evaluation plan.

7. Planning Renewal. The planning renewal process is a function of the total school district staff, students, and community and is broad enough in scope and important enough in content to warrant detailed discussion. The concept of renewal has been an intuitive consideration of educators and a theoretical axiom of change process strategists for many years. In fact, "change" might be construed as the outcome of renewal.

Coincidental with the concept of planning renewal, it is incumbent upon the district staff and project organizations to provide the stimulus for action, monitor the process, act as a catalyst, and inject the outcomes into future programs and operations within the process of education. In short, it is vitally necessary for the entire educational community to engage in the process of continual definition, selection, and implementation of viable education alternatives.

The objectives that outline the scope of work of the renewal process not only in terms of content but also in terms of sequence of action are set forth in the evaluation plan.

8. Evaluation Procedures. The evaluative procedures, to be discussed and outlined below, are designed to provide data which can be utilized by program planners and educational managers in decision making. In the case of the SUES project, the educational planners and decision makers include the project staff, the district education staff, student representatives, and the community at large.

To evaluate the objectives of the teaching process, a variety of techniques will be employed. The classroom teachers will maintain records of progress concerning each student's accomplishment of objectives designed for particular instructional programs. In addition, teachers will maintain the necessary records which will assist them in accomplishing objectives pertinent to instructional planning, the learning climate in the classroom, and community participation. This will be an educational planning notebook jointly developed or selected by the evaluator and members of the teaching staff who serve on the different decision-making groups.

Classroom teachers will review the progress of students on instructional objectives at least weekly. The evaluation staff will conduct classroom observations and a review of the educational planning notebook on a nine-week interval basis for the purpose of assessing the "learning climate."

The student performance indicator will be assessed by means of four basic evaluative instruments. A student questionnaire and a uniform measure of attitudes toward oneself will be employed to monitor accomplishments on objectives relevant to affective learning. A standardized achievement test will manifest general cognitive accomplishment. Successful performance of objectives pertinent to personalized instruction will be indicated by individual progress records which will be maintained for each student.

The standardized achievement test will be administered annually within the first month of each school year to all students in grades 2-8, 9, and 11. The student questionnaire and the uniform attitude instrument will be administered to a random sample of students, drawn by grade, on an annual basis near the termination of the school year. Progress of students on instructional objectives relevant to each of the five curricular streams will be summarized on a nine-week basis.

Initially, evaluation of the objectives of the community involvement educational indicator will be measured by a subjective analysis of the structures and methods being utilized by the SUES project to involve the community in the process of education, and by a survey questionnaire. The question to be answered by the first procedure is whether or not the members of the various community educational planning groups, viz., the Coordinating Council, the DCDMB, and others to be established, feel that their voice is heard and that their recommendations are being acted upon. The second evaluative procedure, the survey questionnaire, will be used to determine community feelings regarding educational priorities for the SUES project. In particular, this survey will provide a means of

gleaning the thoughts of those persons whose input is not usually sought for educational evaluation.

The subjective analysis of structures and methods will be conducted bimonthly at the scheduled meetings of the various community groups. The survey questionnaire will be deployed twice during each school year and will involve mail procedures followed by interviews with non-respondents. Additional sources of data concerning community involvement in the process of education will be gathered from the educational planning notebooks maintained by classroom teachers.

The evaluation procedures to be utilized for the management educational indicator are delineated within the management objectives. The remainder of the discussion will deal with describing the flow chart and the evaluative instruments to be incorporated into the planning renewal activities.

The flow chart (examples are included in the evaluation plan) will be used to depict the planned operation of the entire SUES project. It contains a section outlining the various programs that are part of the project and a section displaying the time-frame within which each program operates. In addition, there are sections dealing with the grade levels, the type of management staff, the type of group and number of persons, and the SUES project components affected by the program. The chart will be employed to outline the scope and direction of the entire school district and be utilized to display, in detail, the operation of one program, the operation of one curriculum stream, or the scope and detail of programs aimed at the community. Comparing the areas of emphasis with the goals and priorities of a given program, curriculum stream, community group, or the entire project will give direction to necessary modifications.

There are three other evaluation instruments that complement the use of the work flow chart (see examples in the evaluation plan). Each is a two-way grid. One depicts the relationship between the SUES project priorities and the SUES curriculum streams. Analysis of this grid provides a general overview of the scope of a given educational program. When compared with the flow chart, a determination of the necessity for a given program can be made. A second displays the relationship between specific program objectives and the SUES project processes. An analysis of this grid yields information relevant to determining and establishing the priority of a given program, if it is a new program, or to outlining the necessary modifications of an existing program. The third two-way grid manifests the relationship between the program objectives and the SUES curriculum streams. Analysis of this grid yields information with respect to the horizontal articulation of the curriculum. If the program objectives are ordered with regard to the complexity and sophistication of the knowledge or the skill required for mastery, then vertical articulation of the curriculum is also discernable. As is the case with the flow chart, each of these three binary grids may be utilized to show the interrelationships of the facets of a single program, a group of programs, or the entire array of the SUES project.

9. Resource Allocation for Evaluation Component. In order to fulfill the requirements of the SUES project, the following resources must be available to the evaluation staff:

   a. Manpower requirements entail one full-time evaluator, one full-time research assistant, and one secretary.
   b. Material and equipment resources that are needed include office supplies, testing supplies, a technical reference library (test specimen sets, textbooks, statistical references), access to computer services, and travel allowance.

E. Program Dissemination. Our planning efforts with both staff and community groups have confirmed that a need presently exists within the district for increased effective communication of both a personal and of a somewhat more formal nature. Newspaper editors, business leaders, teachers, School Board members, students, parents, and administrators all have pinpointed the need for increased knowledge about school enterprises.

Our present public information capacity is over-extended now due to widespread requests for information. The complexities of the experimental schools plan increase our need to communicate effectively both internally and publically. To this end, we will employ a public information director and provide secretarial support, establishing a public information section as a distinct project entity.

The public information section will:

1. Monitor and promote efficient internal communications throughout the school.
2. Respond to routine informational requests.
3. Coordinate tours for project visitors.
4. Officially host all project visitors.
5. Publish the project newsletter.
6. Oversee the production of project occasional papers, guides and other published materials.
7. Coordinate all photographic records--still, motion, or television.
8. Control the production of project reports and similar papers.
9. Annually plan and implement the project's public information and dissemination program.

F. Life Span Support Level Components. The conceptual structure of the South Umpqua Experimental Schools program, founded on the premise that the relationships among members of the community, staff, and student body are compellingly at the center of the educational process, emphasizes a diversity of core learning experiences within each stream, differentiated at each age level for each student. These core experiences are envisioned to include each domain of learning with varying ratios of experience in each domain depending mainly upon a thorough assessment of each student's readiness, broadly defined to include the student's interest and motivation at a given time, for the next set of educational experiences. Intentionally, the diversity of experiences will provide children with a variety of ways to succeed and not confine activities only to repetitive drill in basic skill areas.

"Core learning experiences," as experiences integral to each stream, is a term used in this document and in our district curricular programs to

indicate the broad range of educational experiences that a school district may legitimately provide because they are essential to a child's optimum development.

Among the core learning experiences are those key basic skill learnings and essential career preparation experiences which all children must acquire in order to survive as adults and in order to thrive while students. We consider these core learning experiences to be so crucial and so important that within all but one of the life span learning experiences (the continuation school) core learning experiences dominate the curriculum stream processes.

In the early years, grades 1-6, direct instruction in the traditionally accepted fundamentals, reading, writing, and arithmetic, and physical skills, is based on an individual diagnostic-prescriptive sequence, cyclically operational both at the beginning of each school year and periodically thereafter during the year. Career awareness experiences also begin at this level so that the entire first six years of a child's public school experience are composed, on the one hand, of learnings in these two areas and on the other of a wide range of choice in aesthetic, social, reinforcement, and enrichment experiences. A diversity of instructional materials, equipment, spaces, techniques and time will make it possible for children to exercise a wide range of choice in prescribed and other core learning experiences. The amount of time a child spends on a chosen, or prescribed, learning activity will be governed by what a child is getting out of the experience, as determined by a continual and careful evaluation sequence, not by a prearranged time schedule.

The same basic prescription-choice format operates at the upper grade levels, with the range of choice increasing as students mature and with the career area progressing from "awareness" at the elementary level, through exploration at the junior high level, to preparation at the upper levels of senior high school.

Each major support level depicted on the program charts is discussed in detail on the immediately following pages.

1. Early Childhood Support Level. The early childhood component is designed to provide educational services for children from birth to school entry age. Participation in these services will be based on the child's needs and parental consent. This component will include a specialized education unit, an institutionalized educational services unit, and a non-institutionalized educational services unit.

   The specialized educational services unit will function as a part of the district's special education section to screen children under school entry age for visual, auditory, speech, nutritional, and neuro-physiological deficiencies. This screening service will be available to parents upon request. The unit will have available sufficient resources to acquire the specialized diagnostic services of area physicians, the Douglas County Family Service Clinic, the Oregon Crippled Childrens Clinic, the Center of Developmental Disabilities at the University of Oregon, the Oregon Association for the Retarded, the Oregon School for the Deaf and School for the Blind, and the Diagnosis and Evaluation Section of the state Mental Health Division. In addition to the screening function, this section will also be responsible for monitoring the

remediation of any identified deficiency and for providing, when appropriate, specialized educational programs to accommodate to the child's special handicap. This unit will rely upon both institutionalized and non-institutionalized programs to meet the needs of the children served.

The staff for this section will include one professional teacher with a broad background in special education and two highly trained paraprofessionals. Provisions will be made for the in-service training of the teacher and paraprofessionals in the application of behavior modification techniques to learning situations and in the use of a variety of diagnostic instruments.

The institutionalized educational services unit's primary function is to provide educational services to children whose parents either cannot or choose not to participate in the non-institutionalized program. A major element of the institutionalized program will be the day care center which will serve approximately 25 children and function as a learning station for high school students (see high school program). The day care center will also train adults in the community to operate home day care centers for up to five children. The day care staff will work closely with local welfare agencies in designing a training program so that participants can meet state home-day-care center licensing requirements. The training program will include, at a minimum, instruction in child growth and development, food preparation, nutritional requirements, fire regulations and prevention, and principles and techniques of providing learning experiences for young children. The day care center staff will share responsibility for the overall supervision and quality of the home day care center operation with the local welfare agencies. The day care center staff will be directly responsible, however, for the design of the curricula, the preparation of educational materials, and training of the home-day-care center operators in the use of the materials for the educational programs in the home-day-care centers. The day care center staff will also have authority to provide similar services for Head Start personnel and local private kindergartens.

The staff of the day care center will include a full-time coordinator and assistant in addition to the high school student trainees. The high school principal, through the home economics department head, will supervise the operation of the day care center. The center will be open during the regular school year and follow a modified schedule during the summer months. Most of the training of the home-day-care center operators will be conducted during the summer months.

The non-institutionalized educational services unit will be responsible for providing learning experiences to children from visits by highly trained paraprofessionals who present activity packets for use by parents with their own children. This presentation will include the modeling activities for both parents and children every six weeks as well as a six week summer school experience for incoming first graders.

The staff training and curriculum materials preparation will be the responsibility of the primary school coordinator. The staff will

include, in addition to the primary school coordinator and his secretary, a paraprofessional supervisor and thirteen FTE home visitors.

Although this component is an integral part of the comprehensive design, except for the special education services, early childhood services will be supported with resources other than experimental schools funds.

2. Elementary School Support Level. At the beginning of the 1973-74 school year, each elementary school student's readiness (broadly defined to include interest, motivation, self-concept, cognitive and physical ability, social skills, independent behavior, and past successes and failures) for core learning experiences will be systematically assessed utilizing normed and criterion-referenced instruments, medical examinations, teachers', parents' and specialists' observations and pupil records. On the basis of this personalized assessment, the child will be appropriately placed in the grade 1-6 curriculum. The placement means that given the child's present demonstrated need and readiness to master a hierarchy of basic skills and participate successfully in a diversity of core learning experiences, the child will be assigned to accomplish specific behavioral tasks, and as often as the conventional limits permit, the child will be able to choose his own means of accomplishing the learning task from a variety of activities, personnel, techniques, and resources. Classrooms will be self-contained with the teacher assuming major responsibility for the instructional program of each child in the class. Yet within the open classroom concept teachers will have available for their tasks, and the tasks of each child, additional personnel, materials, facilities, time, training, and techniques not generally available this year.

Specific Components

a. Tutoring. Evaluation data and our past experience demonstrate that few of our children in the elementary school have learning styles, abilities, interests and needs that can be accommodated by a single instructional environment or process. Of the total number of pupils in grades 1-6, slightly more than one-fourth, about 400 students, respond well to individualized tutoring undergirded by the diagnostic-prescriptive sequence of success. In its most negative connotations "tutoring" means only remediation, but realistically in the context of the experimental schools project it means arranging a match between a particular child's learning experiences that are designed to move him along his own carefully delineated continuum of learning, not only in basic skills but also in all core learning areas.

Tutorial services will, therefore, be provided for 400 students in grades 1-6, students identified and referred through the referral process currently operational in the district. Students will be selected only after a complete assessment of potential and need and after a staff conference involving the teacher, a paraprofessional who may serve as tutor, the principal, the primary school coordinator and, when feasible, the parent and child. Children at all ability ranges may be accepted, depending upon the nature of the particular need and the range of tutorial services that can reasonably be provided on a permanent basis.

In all instances tutorial services will be provided in close collaboration with the classroom teacher. Progress assessment will provide continual feedback, so that no child will be inflexibly placed in a "track" of learning experiences.

A variety of resources will be required to implement this program. Currently, 14½ FTE paraprofessionals are serving 274 children in basic and social skills areas. In order to serve approximately 126 additional children in these two and several other core learning areas, seven FTE additional paraprofessionals are required. Currently expenditures for instructional materials and equipment in the tutorial program average $5.92 per child, a satisfactory per child expenditure for the 126 additional children.

Paraprofessionals, both the four who are presently employed by the experimental schools project for this program and the seven additional that will be required, will receive intensive summer training for the tutorial activities.

b. Free Electives. The experimental schools project has this year begun a program of elective activities for children at the elementary school level. These electives, three to six weeks or longer in length, are selected by the children strictly on the basis of interest. This program is designed to increase the range of learning activities available to children, relating skills children have developed in classroom skill building activities directly to the child's experiences outside the school, introducing new skills and knowledge and reinforcing a variety of skills. These electives emphasize as well activities that generally stimulate a child's creativity and enhance his natural curiosity. Ranging in length and content from two Fridays of candle-making to six Fridays of study of the Spanish culture, the electives naturally promote greater freedom of action in the classroom, requiring the use of improved teaching techniques, and provide a greater variety of concrete aids to learning.

These elective opportunities will continue because of their triple educational benefits--they impel us toward better techniques of capturing students' interest in learning; they maximize personalization of education; and they allow a freer style of learning that is more natural and, therefore, more suitable for most children.

This year $2 per child has been available for these activities. This amount has proven unrealistic and impractical for anything more than a rudimentary program. A total of $6 per student is, therefore, requested.

c. Home and Travel Experiences. Recognizing that the patterns of childhood learning are quite intricate, with a great deal of a child's world shaped by unique family experiences, the schools will assist parents on a volunteer basis in planning and implementing educational activities at home.

This assistance will consist mainly of helping parents plan to utilize usual or vacation travel for educational benefits to

the children, with attention to the basic skills associated with planning the trip, computing mileage, reading maps and directional signs, observing geography and differing land forms, and other similar activities. In addition, the schools will develop and distribute to parents a series of booklets detailing the variety of educational experiences available in the home typical of the area, in the environment, and in the mechanical devices of both the home and the community.

Individual parents may plan such experiences with the child's teacher or take advantage of specialized short-term parent courses that will be offered in the evening continuation school for parents desiring them. Guidebooks to community learning opportunities will be prepared for parents. To facilitate individual parent-teacher planning, inservice will be available to teachers through the staff development center.

d. Field Experiences. The range of field experiences available to elementary school children will be neither as intensive nor extensive as they will be for children at higher levels. Nevertheless, field experiences of a richer variety will be planned and conducted on a more systematic basis than has been typical in the past, including observations of community service agencies in operation by children at the primary level and excursions to forests, farms, and towns for the purpose of scientific and civic education data collection and analysis at the intermediate school level.

In the science stream our present program, Science a Process Approach--SAPA, is weak in natural science content. And, typically, the civic education program at the elementary school level consists of a social studies textbook program high in abstraction and low in concrete learning activities. Man--A Course of Study is currently being utilized in one fifth grade and will be introduced in five additional classrooms during the forthcoming school year and on a phased basis for the four years thereafter until all fourth, fifth and sixth grade classrooms are utilizing either MACOS or a program with similar processes and materials. Supplementing the SAPA and MACOS programs at all elementary school levels, field experiences devoted particularly to core learning experiences in the natural sciences and civic education will be planned on no less than a monthly basis. Training in the optimum utilization of field experiences will be available to the staff through the staff development center.

e. Media Center and Music. The libraries at the elementary school level have made progress toward becoming the hub of learning activities, but through the experimental schools project, the libraries will be reorganized and equipped with a wider variety of manipulative and process-oriented materials designed to reinforce and enrich the skills children are developing in their other learning activities. These materials include those related to both cognitive and affective learnings. Paralleling the organization of many of the classrooms, six learning centers will be equipped with listening, viewing, and manipulative materials

related to each stream and core learning area. These materials will specifically encourage individual progress and interest in math and science, art, music, and the language arts in the communications stream and a beginning interest in careers. Our music program will receive special attention through making a variety of musical instruments and music lessons or tutoring (see Tutoring) available to children whose readiness assessment indicates an interest.

As the music program at the elementary level is clarified and reorganized (see the high school statement), ten weeks of keyboard experience will be provided for all children at the fourth grade level utilizing the electronic piano system similar to a language laboratory, to be installed in each media center. Other instrumental experience with pre-band instruments will be available for all children at the upper elementary levels. Inexpensive recorders and similar instruments for which good music has been written or adapted will be provided. A beginning string program will be initiated at the fifth grade level.

At the primary level as the School Implementation and Operating Unit allocates staff, space, and time, classroom teachers who are qualified in music will be encouraged to exchange classes with their colleagues who do not feel they can teach their own music.

f. Differentiated Staffing. The advent of more creative approaches to staff utilization and a variety of new instructional media make it unnecessary to continue to allocate teachers on the basis of one professional for every 25 students. On the one hand, one professional teacher per 25 students cannot expect to individualize instruction at a level sufficient to guarantee each student's success, and on the other the teachers in this district are better trained and more capable than any South Umpqua staff has been at any time in the past. Their level of competence has reached a point where there should be little question of their capability to assume a new and larger role in the education of youngsters. Consequently, we will continue our progress toward differentiated staffing by making a place for parent volunteers, paraprofessionals, student teachers, interns and probationary teachers under the guidance and direction of our most highly qualified professionals.

During the forthcoming year we anticipate staffing ten classrooms with one professional and one student teacher and eighteen classrooms with one professional and one paraprofessional per classroom. Building on the continuous progress pattern which is being implemented this year at the school entry level, children who are presently in the second and third grades will be the major focus of the differentiated staffing program. The intern and student teacher program will parallel the University of Oregon and Southern Oregon College intern pattern as we cooperate with these two institutions in implementation of the program. Over the four-year period, the differentiated staffing pattern will evolve to the point that the professional staff fulfills a larger role than ever with the most highly qualified and most competent engaged mainly in joint planning and in the supervision of core learning experiences.

of larger groups of students, serving as a resource to those staff members more directly involved with students and coordinating the parent involvement components of the elementary school program. The professional staff member responsible for joint planning, supervision, serving as a resource and coordinating parent involvement will receive additional intensive training through the staff development center and will ultimately spend no less than one-third of the school day directly involved with students. The university and college will assume major responsibility for continuing the professional training of both interns and student teachers, but training will be available, also through the staff development center, to them and to paraprofessionals, parent volunteers, and high school students who may perform a peer teaching role.

g. Parent Planning and Instruction. Large numbers of parents continually demonstrate their concern for their children's education and general well-being, a situation that augers well for establishing a dynamic partnership with the home in providing children with core learning experiences. The South Umpqua School District embarked upon a home visitation early childhood program two years ago and this year, under the auspices of the experimental schools project, continued the home visitation program with the parents of first grade children. As well, the schools seek to involve parents with their children in the self-contained classroom experience where greater emphasis is on individualized student programs. This quest and emphasis will continue as we schedule parents into their own child's classroom for not less than one hour on a voluntary basis each three weeks. During this time, parents will be able to learn what our experience says they most want to know about their child:

* how he performs in school activities
* how he responds to other children in the classroom
* how other children respond to him
* how he gets along on the playground
* what he particularly enjoys or dislikes about school
* whether the teacher seems to take a personal interest in him

Parents will also participate in assessing their child's readiness for core learning experiences and in planning the child's net sequence of instruction. Both in the classroom situation and also at home, parents will be able to perform such instructional activities as they are willing, growing in their ability to be useful to the child as they share more readily in the child's school activities.

We recognize that many parents have been unable to participate regularly in this type of program for a variety of reasons: more than one school age child is in the family; one or more pre-school children are still at home; a member of the family may be chronically ill, requiring constant attention; or in some homes the mother is chronically tired because of poor health or a taxing work schedule. But parent involvement in the child's education is not just desirable. Because much of the child's world is shaped

by the forces in the home, parent involvement in the child's education is essential. We will, therefore, bend every effort toward this end, providing on occasion baby sitting services to free the mother for participation or providing home visits on the same three week basis by a paraprofessional who will work half time in the classroom under the specific direction of the teacher. If more than one school age child is in the home and if the parent cannot participate at school, the paraprofessional will cooperate with more than one teacher to provide services in the home.

Under no circumstances will parent involvement in a child's education be fostered if it seems to create disturbing pressures on the home environment of the particular student involved. The involvement program is designed to enhance the warm relationships that exist between parents and children and enhance the self-esteem of parents, each of whom we automatically assume to be vitally concerned with the well-being of their children.

h. Volunteer Instruction. Many people who do and do not have children enrolled in schools have the time and inclination to provide instructional services to children. These services range from individual tutoring in basic skills for as little as one hour per week to teaching specialized electives to groups of students in the Friday elective program. Adults within the community will be encouraged and their services solicited to increase the vitality of the elementary school program and contribute to individual student success. These volunteer services will actually be a continuation and expansion of services currently being provided by an advance group of volunteers.

These adults will also be encouraged to participate in planning and decision making at the individual, classroom, and program level.

Volunteers who have special knowledge and skills to share with children will be cataloged and learning network guides published district-wide for use by the staff of schools when they are planning special interest activities. People who have home shops equipped with woodworking, rock grinding or similar crafts equipment will be encouraged to take small groups of youngsters for participation in crafts activities.

Other kinds of reciprocal volunteer assistance will also be encouraged. School youngsters will be encouraged to assist in such activities as home clean-up and improvement for the ill and aged and organizationally sponsored community improvement projects, while community adults will have opportunities to construct instructional equipment and otherwise improve and provide instructional facilities. The schools will expect to supply the materials, student transport, and other items requisite to participation with "guest" instructors in this variety of voluntary activity.

For those volunteers who lack specialized skills but wish to serve, the services of the staff development center will be at their disposal, further encouraging any interested adult to continue his

education in ways of assisting children and in ways of assisting the community to create a nurturing school environment.

i. Learning Centers. Learning centers will be established and equipped in 25 self-contained classrooms with a diversity of book and non-book materials and equipment to encourage individual interest and progress in core learning experiences. In the past we have too often required reading as the primary avenue to learning. While reading ability will continue to be stressed as a vitally important and, for many, a pleasurable activity, we recognize that requiring reading as the only road to learning is an obsolete concept as we admit that different children possess different learning styles. Therefore, the variety of manipulative and audio-visual materials and equipment we make available for children's guided and independent use will be designed to introduce, teach, and reinforce core learning experiences. The differentiated staffing pattern, the involvement of volunteers, the staff development activities, the parallel media center concept and all of the other classroom activities will revolve around the learning center concept.

In order to implement this concept during 1973-74, materials and equipment presently available will be collected and organized during the months remaining between now and September. The additional materials and equipment essential to a media approach will be purchased and organized by staff members during the summer months. All materials will be evaluated and selected to complement and augment the curriculum which is designed to teach basic skills and enrich and extend growth in conceptualizing. These materials include tapes, filmstrips, 8 mm single concept loops, models, simulation games, programmed materials, skills games, recordings, globes, schematic drawings and additional high interest print materials. Additional instructional equipment associated with these materials will be a necessity and some minor remodeling will be required in each of the 25 classrooms. Each room will need independent study, listening, and viewing carrels with electrical outlets and at least four tables which we may contract with high school wood shop classes to build in cooperation with the district carpenter or volunteer adults.

j. Peer Instruction. At the beginning of the 1973-74 school year, peer instruction will be piloted in grades 1-6. This means that roughly 20 students in grades three through six in each school will be identified and selected, mainly on the basis of their interest, to serve as cross-age tutors. During the time set aside for Friday elective activities, these students will participate in a seminar in which the aim will be to teach them to relate positively and constructively to the younger students they will tutor for at least 30 minutes three times each week. During the seminar, students will role play and learn to make and use flash cards, to drill students on difficult words or multiplication, and to question tutees to determine comprehension of reading.

In cooperation with the classroom teacher, students will be tentatively paired utilizing the following guidelines:

1) Students will be at least two grade levels apart.
2) Older students will have similar or greater ability than the younger or a somewhat poor student might be matched with a student three or four grade levels below him.
3) Older students will work with only those younger students who need practice and one-to-one assistance rather than those who have severe problems.
4) Paired students will be quietly separated and new pairings made if in the judgment of the teacher both of the children are not succeeding and profiting from the experience.

Partially to reduce noise and partially to avoid the natural dominance of the teacher, reinforcing the notion that the older student is in charge, peer instruction areas outside the classroom will be established.

k. Cultural Enrichment. The most notable shortcoming in both our educational program and in the community is the lack of cultural variety. This shortcoming is simultaneously the most insidiously debilitating to the healthy affective growth of children and the easiest for a busy, product-oriented people to ignore. Cultural education has in the recent past been viewed as one of those unnecessary frills in schooling, and educators have lacked the knowledge and stamina to come to its defense for its very real contribution to the lives of their students and the common good of the community.

According to our perception, a child learns as a member of a given community what has been called the grammar of his culture in the same way that he learns the grammar of his language. Both kinds of grammar are then taken for granted and become a part of his thinking and of his way of perceiving the entire world. It follows that people with different sets of experience have different world maps, or they catch sight of a different side of the world because they stand in a different position. But although all communities, like all larger cultures, have specific differences, all communities are basically alike. Within any community there must be ways of getting food, clothing and shelter. There must be some way of dividing up the work, and some patterning of the relationships of men, women, and children, of old and young, and of kin and non-kin. There must always be some means by which children are brought into the world, cared for, and enculturated in order to maintain the continuity in the life of the community. And, finally, there must be some means of aesthetic expression and some kind of value system with ways of maintaining it, ingredients to a large extent missing in the grammar of our community.

None of these things are ever even partially separated from the larger culture. But the responsibility devolves upon the community culture to enrich the values of the young deliberately. It is vitally important that the young know the words and ideas that lead and sustain people through the trying times. It is important that the young grow to find enough values for stability against the whims of circumstance and the exertions of daily pressures. It is important that the young know the artistic achievements and values that

mark their larger culture. It is important that the young know the social values attendant to people living harmoniously together, with a minimum of overt exploitative, predatory behavior.

What is needed are cultural approaches that help students build their own value system by clarifying traditional and modern values and by choosing values that help them develop serious purposes and aspirations.

As a beginning, cultural enrichment activities will be made available at the elementary level to fill the void in the cultural grammar of the community. Children will be able to participate in at least two children's theater experiences per year performed by college or civic little theater groups, two "Leonard Bernstein" music experiences performed by college or professional performing groups, four comparative culture seminars and four comparative ethics seminars. In addition, correlated with the media center concept, displays of paintings and sculpture will be scheduled periodically into each school with an art workshop held at least once each two months. Both the displays and the workshops will be scheduled in cooperation with the Oregon Museum of Art and other museums in the southern half of Oregon. In order that children may creatively express themselves using artistic media, the range and breadth of the art and music program will be increased to include more materials and equipment with attendant discussions of aesthetic values. Student-made films, photographic essays, video tapes on local industries, historical sites, and ecological problems will be correlated with work in other stream areas.

Film excerpts of school plays, field trips, visiting performing groups, and classroom activities will be student-made for students' visual presentations to members of the community.

Audio and visual recording of the stories of elderly residents will be possible.

The schools will lend audio and visual materials and equipment to children and parents on an overnight and weekend basis and they will order films and materials from the county IMC and state film library for home use.

Seminars or conferences dealing with values education will be available to the staff at least twice during each school year, and members of the community will be invited to participate.

In association with local clubs and agencies, two film and art festivals will be held during the summer to display and sell student creations in these areas.

1. Leisure Enrichment. Closely related to the cultural enrichment processes, leisure enrichment will include attention to activities that integrate educational, social, recreational, civic and health programs. During regular school hours students will be able to participate in activities leading to the development of hobbies in crafts and collecting. Playgrounds will be redesigned and reequipped

on a planned basis. During the usual recess period, children will be able to play table and floor games appropriate to their age levels. They will also be able to continue sports, games and craft activities after school, during the daylight hours for sports. The media center will be restructured for evening hours participation in table games and the other activities noted in the "cultural enrichment" section.

On weekends and in the summer, this kind of participation will continue but more intensive experiences will also be available. All children grades 1-6 who wish will be able to participate in at least one overnight camping experience, one all day education hike on one of the many nature trails in the nearby mountains, and one trip to the Oregon coast (agate and driftwood collection for crafts projects). The schools will also cooperate with the city and county recreation services in their sports activities. Numerous other cooperative and reciprocal undertakings involving clubs which encourage children in gardening, animal husbandry, and hobby activities will be coordinated with the school's leisure enrichment activities.

3. Junior High Support Level. The present junior high school program in the South Umpqua School District is a departmentalized, six-period day, language-social studies core program. Some 406 seventh and eighth grade students are presently enrolled at this level, housed in two buildings eleven miles apart.

Under the experimental schools project an increasingly precise personalized assessment of each entering student will be given by his particular set of teachers. Periodic revision of this initial assessment effort will occur annually. More frequent evaluations of learning success will occur which may provoke earlier accommodation to unique learning needs. This assessment effort will include:

a. Analysis of previous performance--cognitive, affective, psychomotor.
b. Analysis of the results of standardized tests or any individual tests which are given in unique situations.
c. Parent planning sessions (periodic, beginning in early September of grade seven).
d. Student planning sessions (regular, after each successful completion of a particular unit of study, beginning in the seventh grade).

This information will be used by the staff, student and parents to plan the student's educational program cooperatively. Within the framework of the individualized plan, each student will be given broad latitude in selecting from the nine week electives to meet the objectives of the plan. Students will also have the option of electing to learn in certain learning environments and will exercise increasing control over the nature and duration of their learning experiences as they mature.

The learning environments available to junior high school students include, in addition to the departmentalized class activities of the school, those environments which are available after or before the regular departmentalized program is offered and those environments available throughout the summer which result from planned program activity.

Seven district structual program approaches will be employed at the junior high school level. These are:

a. Regularly scheduled courses activity
b. Field experiences
c. Cultural enrichment effort
d. Tutorial activity
e. Leisure enrichment effort
f. Friday elective activity
g. Peer teaching

Some of these activities are presently used at the junior high level. Others will be added. Existing ones will be changed. Each of the seven structural approaches to be used in the junior high are discussed below:

a. Regularly Scheduled Courses. The present six-period day is roughly a minature high school schedule with a minimum of electives. The changes which are mandated for elementary schools in the district provide an insistency for basic structural change at the middle school level. Beginning in the fall 1973-74, the junior high will shift from its present semester pattern to a nine-week quarter module, with registration to occur each nine weeks. Since most instruction in our entire school system is unitized this change should be easily effected. To ensure that this change occurs smoothly, ten staff members, two representing each stream area, will be employed for four weeks during the summer of 1973 to plan at least 24 nine-week courses in four streams--communications, civic education, math/technology/science, and career education. Some courses such as band and chorus will be available in addition to the 24 new courses. During this year, staff development training will be focused on planning efforts to implement project activity scheduled for summer 1974 and the 1974-75 school year. Similar course planning will occur in subsequent summers. Beginning in the summer of 1974, two voluntary four-week summer sessions will be offered annually to junior high school students.

During the next four years, increased opportunity for student electives will be made at the junior high levels including additional dramatic opportunities, artistic activity, and oral communication. Internal changes occur regularly in all classes but special attention will be given to significant changes in civic education, career development, and cultural communication instructional effort--altering present courses to valued person-centered educational processes.

During each year of the project increased opportunities for student electives will be created. Efforts to aid students to use district and community facilities, to produce objects of value and to learn productive and marketable skills will occur. Scheduling will continue to be personalized to provide linkages between the more traditional course offerings and other efforts allowing students to participate freely in tutoring, individualized learning centers, block scheduling, production of magazines, monographs, study kits, and literary reviews, individual study contracts, field experiences, Friday elective courses, peer counseling efforts, leisure time enrichment activities and cultural enrichment activities.

b. Field Experiences. The goals selected for the experimental schools project value direct experience learning, off-campus learning centers, and parent/patron involvement in the learning processes that stress cultural and affective learnings.

Field experiences will be devised for regularly scheduled courses at the junior high school. Normatively, each child will have four field experiences during a year. In our area where field experiences will occur in a climate marked by dry summer--wet, cold winter climate, greater effort to use the available community resources will be expended during the early months of autumn (September and October), during appropriate intervals in the unpredictable spring, and during the summer.

Field experiences available to junior high school students will involve each curricular stream.

Outdoor Education

Several programs will be available to junior high school students. Some of these will be unique to the junior high school, others will be part of a more general district program. These outdoor education experiences will be provided:

1) A trekking school. We are surrounded by three major mountainous areas and the nation's major uncut forest, thousands of miles of trails, hundreds of lakes, thousands of streams. A hiking school can directly teach ecology, natural history, volcanism, camping skills, photography and scores of other subjects in science and geography efficiently. The opportunities for personal development that accrue to early adolescents who are responsible for their own food preparation, health, social control, and cooperative organization are myriad in a trekking program. This is viewed primarily as a summer program although certain shorter experiences--overnight, day hiking, weekend excursions--are valuable in fall or spring. Even snow activities are useful from an educational standpoint.

2) A school camp. Camp-based learning activities have a long history of valued acceptance as a key way to teach those students growing into early adolescence. A number of institutional camps exist within normal transportation limits. Camping experience will be made available to fifth, sixth, seventh, and eighth grade students which will introduce them to Oregon's three separate geographic zones: the coast, the Cascade valley and mountain complex, and the desert of eastern Oregon. Camping activities in eastern Oregon will occur in summer and early fall, the coast camp in winter and spring, and the Cascade mountain-valley experience in spring, summer or fall. Scheduling of these specific programs will be the responsibility of the school implementation and organization unit.

3) Forestry Learning Center. The district will create a multi-level, multi-site forestry learning program to involve an experimental forest, nursery plots for the growing of young

trees, and logging management areas. Junior high school students will share in the activity through field experiences appropriate to science, civic education and career development stream study. Planting of young trees, observation of forest management practices, small group work experience during the summer, observation of plant ecology and wildlife will all be available to junior high school students.

4) Horticulture Learning Center. Many schools across the country are teaching the young gardening skills, composting, plant breeding, greenhouse management and similar activities as part of a more general environmental education program. During 1974-75, student garden plots will be available on school-owned land to interested students with appropriate education, during spring, summer and fall. Garden equipment will be rented to students in the same manner as books are currently made available. Water will be supplied by the district. Science teachers and interested patrons or other teachers will supply necessary instruction. By 1976-77, the feasibility of a school-operated public market for student-produced produce will be explored. The experimental schools program will provide fifty $35 scholarships annually to a one-week 4-H or OMSI summer school for junior high school students who engage in these and similar activities.

Career Development

The primary role of the junior high school regarding career development is in the area of career awareness and preliminary job exploration. Several programs will operate at the junior high level to increase such awareness and exploration:

1) Public Service Program. The community coordinator will cooperate with teachers involved in civic education, cultural communication, and science education to create a program which promotes volunteer service to the community. Activities appropriate to this program would include: cultural programs for homes for the aged, stream clearance projects, park development, work on publicly sponsored hiking or biking trails, service to public service agencies, tree planting, and volunteer service to individuals.

2) Home Learnings. Students whose parents wish to explore the local area deliberately to expose their children to the various job opportunities in this area, will be able to secure community guidebooks from the district community coordinator beginning in 1974-75 which list such visits. Tours, observation points, and educational materials in the general region will be included in this guide. The school will enable parents to take their children to educationally viable learning environments during school hours as part of the home learning program.

c. Cultural Enrichment Effort. The junior high school years are crucial years in the school's efforts to promote cultural learning, for many students make crucial decisions regarding taste and life style during these years. In an attempt to foster the cultural learnings discussed earlier, cultural enrichment activities will be made available through the community coordinator. The junior high school portion of the program will:

1) Employ one art teacher whose primary job will be to establish a thriving art program at the junior high school which stresses creative self-expression for all students. We envision resident artists in the district who use other community spaces as learning centers--the river bank for sand casting, the hills and fields for outdoor sketching and painting, unused corners of the playgrounds for sculpture activities, local commercial studios for photography and ceramics. The halls in our schools will be turned into display areas for student art. Art fairs and art demonstrations by visiting artists and art technicians will be organized. Heavy use of local parents and patrons in this program is planned.
2) Operate a summer theater for its students.
3) Turn its libraries into cultural centers operating display areas, demonstrations, listening areas, film programs, and lecture programs.
4) Publish a junior high school literary magazine each semester.
5) Promote media literacy, especially involving recordings, films and television. A revision of present courses which deal with cultural communication and civic education will be involved.
6) Establish and use a community talent pool, a network of knowledge and skilled parents and patrons, to increase the direct learning experiences of students in all classes.
7) Plan and conduct symposia for all or significant numbers of students annually. Such symposia will be interdisciplinary and provide for considerable small group discussion. Key issues in our area such as reforestation, dam building, land use, economic development, ethics, creativity, religious heritage, local history, and career awareness are illustrative of the concept involved here.

d. Tutorial Activity. One-to-one instruction is the goal of any tutoring program. Students who are experiencing temporary or more lingering difficulties with basic skills, or those students whose motivation has "plateaued" in some specific way, will receive regular tutoring weekly. Some additional tutoring will occur in the studio and workshop areas as well as in the individualized learning center to be managed by instructional personnel responsible for basic reading and basic computation. This program will serve 40 students in addition to the 67 presently being served at the junior high level by the Title I, ESEA and experimental schools project. Students will be identified and selected for participation in the program through the processes currently operational in the district.

In order to serve the 40 additional children, two additional paraprofessionals will be required. Instructional materials will average $5.92 per child. Summer training will be provided during

summer months for all aides involved in the tutorial program.

e. Leisure Enrichment. Schools have traditionally ignored incidental learnings derived from experiences which occurred during the time a student was out of the classroom. The spread of the four-day week sparked by the increasing number of three-day holidays as well as recent labor contract settlements regarding vacation time, all show that students need to learn how to use leisure time in ways which are both recreational and constructive. To enhance leisure experience, the junior high will:

1) Assist interested parents to plan family activities which provide maximum educational experience.
2) Make playground and sports equipment available during weekends, vacations, and summer months.
3) Open shops, studios and stages during weekends, vacations, and summer months to interested groups of students or patrons.
4) Increase the instruction of basic craft and artistic skills for junior high school students--especially in woodworking, leather craft, lapidary crafts, and ceramics.
5) Foster efforts to involve junior high school students in community organizations which promote outdoor education, horticulture, and animal husbandry.
6) Foster the development of hobbies.

f. Friday Elective. One afternoon each week, an elective mini-course schedule will operate concentrating on manipulation, psycho-motor activity, artistic production, creative expression, and leisure time skills. Here a student can receive approval for skills that the regular academic program does not normally touch upon. Some linkage between this program and other project activities will occur: leisure enrichment, cultural enrichment, and field experiences. Students, teachers, parents, and patrons will be involved in the provision of instructional activity. This program has been implemented in 1972-73 and will continue as planned.

g. Peer Teaching. Some junior high students will be involved in teaching younger children in the elementary schools adjacent to their buildings. Some students will receive instruction from high school students or community volunteers of college age. Controls similar to those employed at the elementary level will be instituted. Some junior high school students will be involved in the community cousin (peer counseling) program receiving the attention of a high school volunteer trained to perform as do volunteers in the Big Brother, Big Sister programs which operate nationally. This means that about 20 students in grades seven and eight at Myrtle Creek Junior High School and ten students in Canyonville Junior High School will be identified and selected mainly on the basis of their interest to serve as cross-age tutors. During the time set aside for Friday elective activities, these students will participate in a seminar with the school instructional leader in which the aim will be to teach them to relate positively and constructively to the younger children they will tutor at least 30 minutes three times per week. For a complete discussion of guidelines and controls, see the statement of elementary school "peer instruction" program.

4. High School Support Level. South Umpqua High School is located midway between the two major population centers of our district. Forty-seven professional staff members are involved in the instruction of 768 students in grades 9-12. The most recent major changes in the high school program prior to the experimental schools planning effort included: 1) the renovation of a Little Theatre for drama instruction, 2) initiation of a food service cluster in career education, 3) institution of a nine-week social studies elective program, 4) creation of a new semester registration process, 5) expansion of the art program offerings, 6) initiation of a co-educational physical educational class, and 7) concentration on one foreign language rather than three as was previously done.

   a. Regular Courses. South Umpqua High School currently operates with a traditional, 50 minutes per period, seven-period day. Classes begin at 8:10 a.m. and end at 3:00 p.m. with one half hour for lunch. A few "vocational" classes make use of double periods, and one class--construction technology--is scheduled for three periods.

      Most students are required to enroll in and attend seven classes per day, five days per week. Seniors involved in work-study programs are an exception to this requirement in that they are allowed to enroll in as few as four classes per day while spending the balance of their school day in a work situation. A few underclassmen have been allowed to schedule less than seven classes when special or unusual circumstances were evident. This type of modified scheduling will continue, but regularly scheduled courses will continue on the present basis as well.

      In the recent past, we have consciously altered the curricular offerings available to high school students by planning courses designed to capture student interest and simultaneously to teach fundamental concepts through different content and methodology. This alteration has resulted in the demise of courses in some departments as students chose freely and in the proliferation of shorter length courses in other departments. Career clusters were added that had not been a part of the curriculum before. But some of the deficient areas of the curriculum remain untouched and other areas have become deficient.

      For example, the high school music program, attracting many students and excelling in band and chorus, has not been affected. Two guitars and a bass are the only string instruments utilized even though creativity in this area combined with the electronic realm of music continues to reach new heights. Few opportunities exist as well for students to attempt musical composition, the creative writing of music, although young people increasingly create their own, producing quite good music in some instances.

      Few areas of human creativity have captured the imagination of the young as has music in the past decade. The schools cannot afford to be blind to the possible contribution to the lives of the young they might make out of this level of interest.

Our community has recognized music for its vital and unique contribution toward satisfying certain fundamental human needs as well as toward enriching the quality of people's lives. Financial support for the music program has been above average. Yet presently only about 30% of high school students are enrolled in one of five high school music courses: band, stage band, chorus, freshman choir, and singing set. An additional class entitled music appreciation enrolls less than 25 students. Except for entering freshmen, practically the same students comprise the 30% who are enrolled each year. Because 70% of the student body are not receiving the values of the music program, it needs substantial revision. Providing a music program for the musically elite only is philosophically inconsistent for the schools of our community.

What students need from a music program is the opportunity for diversified music experiences including help in learning to play an instrument they can enjoy playing individually, such as the guitar, piano, ukulele, or accordian--music that is useful to them in their present and future use of leisure time. And the gifted in music need to develop their talents.

Many facts point to a district-wide need 1) for us to maintain the high quality of the existing music program; 2) for the schools to provide more diverse opportunities for more students to learn and perform good music; 3) for clarification of the role of our music program; 4) for educating students in music and not merely training them to perform; 5) for the schools to be concerned with the social relevance of music; and 6) for all students to participate in some form of music throughout their twelve years of formal schooling.

As a part of the experimental schools project and the regular school district effort, staff will be reassigned and added; the music curriculum will be reorganized to meet the above needs and specified in writing for all levels; and the supervisor of music who has been engaged in teaching district-wide will be released from half of his teaching duties in the 1973-74 school year in order to plan, supervise, and articulate.

To provide more diverse opportunities for more students, small musical performing groups will be encouraged and instruction will be offered for youngsters who want to form small groups to learn about and perform various kinds of music, from the classical to folk and popular, with various kinds of instruments. As interest can be stimulated, a beginning string program will be initiated. As conceptual learning in music replaces rote memorization and different ways of discovering musical concepts are initiated, courses in appreciation and composition will be offered.

For those students who demonstrate real musical talent, special efforts will be made to encourage their development, both in the regular program and in extended day or weekend instruction. Arrangements will be made for them to perform with professional or other adult performing groups on a somewhat regular basis with transportation and lodging provided as students will have to travel

to Roseburg, Medford, or Eugene at least in order to participate with such groups. Composers and performers in residence will be contracted in appropriate instances to work with gifted students.

The foreign language program is an area that became deficient because of interest in other electives. French, Spanish and German were offered and many students were enrolled in at least two years. Now only German remains. We will restructure this whole aspect of the program to focus on the authentic study of foreign cultures, beginning with the people, their ways of living and making a living, customs, mores and arts and ending with the language. During the 1973-74 school year, program identification, analysis and selection will occur for implementation in the 1974-75 school year.

In art, the curriculum has been reorganized and great numbers of students are electing the courses, but facilities and courses are few. Greater opportunities in this area will be provided in the 1973-74 school year under the modified scheduling arrangement specified below. Moreover, summer courses will be provided in 1974-75 at the time when less facilities are in use for the basic program. The high school art faculty has proposed additional art courses at an average cost of $4.70 per student per semester or $9.40 per year. The new courses would involve 175 students annually. Staff planning time will also be required.

In the communications and the math/technology/science departments, staff members have cooperatively developed a proposal to establish a student designed and operated radio station. Serving a public service function, students will announce public events and services to the community, school events and news, and play recorded and live student musical performances. The experimental schools disseminator will cooperate with the high school faculty to design and teach a course in radio communications, and the high school physics classes will operate the technical aspects of the station with the advice of the physics teacher and an electronics engineer, first class.

The drama program and facility have undergone extensive revision and remodelling respectively during the past year. This program will be expanded as student interest in the regularly scheduled program grows. (The section on cultural enrichment also specifies opportunities available to youngsters in drama.)

In civic education, a community-based program will be implemented as planning proceeds during the summer months. Beginning in the summer of 1973, four high school civic education personnel will plan the overall program framework of a civic education program designed to:

1) Involve students in projects of writing history as seen through the eyes of those who have experienced:
   * The Depression
   * The changes in the timber industry
   * World War II
   * The exodus from the Dust Bowl

2) Involve students in solving such problems as:
   * Flood emergency services
   * Pollution control
   * Abuses in forestry practices
   * Consumer protection
3) Provide evening courses in which parents and students might enroll jointly in such areas as:
   * Minorities in America
   * Poverty in America
   * Political action
   * Consumer economics
4) Provide an opportunity for residents of the area who have areas of expertise to serve as instructors for "short-courses" of variable duration on such topics as:
   * Artifacts of local Indians
   * Gold mining in Oregon
   * Ranching in Oregon
   * Local government
   * State government
   * The timber industry
5) Catalog for district-wide use a list of speakers who might serve as guest lecturers in social studies areas. Give students experiences which demonstrate how people whose occupations are social-science related utilize the social sciences by providing on-the-job observation of such adults as:
   * Local policemen
   * Parole officers
   * Tax assessors

While the above activities do not exhaust the possibilities, they typify the diversity of experiences possible in a community-based civic education program. Such a program would not entirely replace the current course offerings, but would offer students alternatives to programs of instruction which are more traditional.

Additional planning time will be made available during summer months as program conditions change with implementation efforts. As conditions change, staff will be added to serve the number of students in the new environment. Staff additions, technical and budgetary support, and office space for the civic education effort will be provided from the usual resources of the district as the program develops.

In career education at the high school level, the School Board adopted a comprehensive five-year plan in June, 1972. This plan will be implemented but not exactly in the phases specified. The process of articulation from the elementary school through the high school level and the process of program implementation will be accelerated through utilization of experimental schools resources.

The student job placement service specified in the career education plan will be implemented as one of the specific tasks of the continuation school director. While the major emphasis is on the development of and placement in specific career areas, a secondary emphasis will be on preventing dropouts and providing incentive for dropouts to return to school for completion of their education.

Resource personnel who can provide instruction in some of the highly technical areas associated with our career cluster program will be employed on a short-term basis. The resource personnel will concentrate their effort on industrial extensions of the technical processes our students are learning in the several career education labs in the high school.

Career awareness workshops for teachers at all levels will be the specific responsibility of the staff development center in cooperation with state and IED personnel.

b. Modified Scheduling. Several highly motivated students have recently scheduled a full "school day" but within that time have engaged in modified, independent study programs involving an area or topic of particular interest to them. These students have defined projects for themselves which, under the direction of a willing teacher, they have pursued in lieu of a "regular" class.

These exceptions have been viewed as a positive step in improving the process of education at South Umpqua High School but too few students have benefited. Much evidence exists that a schedule which is primarily operated on the concept that the majority of students should participate in the same length of time for the same number of days is unrealistic if a school really intends to meet the needs of each individual student.

Within the context of a given class, it is legitimate to expect that a need exists for large group, small group, and individualized instruction each of which might require a longer or shorter period of time for the same or fewer days than is currently practiced. Also, these needs will change more often than at the end of the semester.

A great many different kinds of experiences are being planned for the youth of the South Umpqua School District and in order for these ventures to be successful, new time allocations are a must. Students taking advantage of the total community resources will be involved in numerous activities that require their presence out of the school plant for extended periods of time both in terms of hours of a day and days of a week. Some experiences will very likely involve as much as two weeks, or perhaps even more, away from the high school.

Our whole approach to scheduling must be altered. It is critical, however, that the changes which do occur are beneficial and that students do not become lost in an environment of chaos and confusion.

Three obvious areas must be considered in the attempt to improve substantially the use of available time for educational purposes. These include the current school day, late afternoon and evening hours now utilized primarily by athletic teams, drama groups, and occasional music performances, and the summer months.

Rather than follow a policy which allows students greater latitude in their attendance hours primarily on the basis of grade level classification, individual need will become the primary factor to be considered. This means that a student who is not a senior but who has an opportunity for a valuable experience outside the school will also be allowed, encouraged, and aided in the attempt to take advantage of the opportunity.

The school day and week will be altered to allow some classes to meet for longer periods of time fewer days per week, other classes to meet every day for shorter periods with a planned double period occurring when needed, and some classes meeting for the same length of time each day of the week. It must be noted, however, that these types of alterations will occur only in terms of student needs, and with many professionals involved in the planning. It should also be noted that facility and location restraints will dictate that students are actively involved in beneficial, planned, educational experiences and that unscheduled, free time for randomly selected activity is not seen as a viable element of the student's day.

Traditional afternoon and evening hours have been reserved for the previously mentioned activities and for limited adult education classes. Pilot activities will be conducted during the 1973-74 school year to determine the feasibility of scheduling classes and activities throughout this time as well as during the conventional school day. Students will be given the option of taking part or all of their classes during this time should that approach prove feasible and advantageous. Teachers can be scheduled for an early shift (8:00 a.m. to 4:00 p.m.) or a late shift (12:00 noon to 8:00 p.m.) or some other more beneficial work period. The same considerations for student need can be the basis for making decisions about length of class, number of meetings, etc., as is true of the conventional school day.

June, July, and August have been, for the most part, untapped sources of valuable time. South Umpqua High School will attempt to make use of this resource by developing strategies for staff development, research activities, and student classes to be conducted during these summer months. Again, as with the other changes indicated as possibilities, much additional local research and planning must yet occur before a definite commitment can be made.

c. Field Experiences. More field experiences will be available for high school students than are available at any other level in the school. Basically these fall into four types of effort: on-the-job training, community learning centers, community service, and community study projects. The experimental schools program will operate:

1) A marketing experience center. The project will rent a store in Myrtle Creek's business district to be operated by marketing students. All goods available for sale will be produced by the district students. The store will be open daily from 1:00 to 5:00 p.m. during the school week, and from 10:00 a.m.

to 5:00 p.m. on Saturdays if sales are favorable. Summer operation is expected.

2) A forestry learning center. Less than one mile from the high school lies a square mile of uncut forest managed by the Bureau of Land Management. Negotiations are underway to acquire this property under contract from BLM as an experimental forest plot. Existing federal law promotes such use. Individual students and groups of students will manage this forest as an integral part of their programs in natural science, civic education, and career development.
3) Public service program. All areas of high school instruction will seek ways for students to serve the public through volunteer effort for which high school credit will be granted. Students at the high school will teach young children; manage elementary school playgrounds; help conduct summer recreation programs; conduct anti-litter campaigns; work in church offices, in city departments, in public agencies. They will provide informational services to the public by conducting surveys, doing research, assisting political party campaigns, publishing newsletters for community organizations, and by radio broadcasts. Learning networks will be compiled and maintained by students for students. The peer counseling program discussed earlier is part of the public service program thrust.
4) Internship programs. In an effort to expand career development, high school seniors will hold internships, either during their junior summer, or during a nine-week period later in their senior year.
5) Summer school. A summer school will be held annually for high school students. Focused primarily on leisure enrichment, cultural learnings, and career development, these and other programs will be available.
   * Driver education
   * Lapidary arts
   * Visual arts
   * Recreational activity
   * Trekking school
   * Tours
   * Music for the talented

   Other programs which involve summer activity will also operate and students will have the opportunity to engage in these activities.
6) Day care center. A day care center will be created off-campus and operated as an integral part of the high school home economics program. It will operate year round--five days per week, nine hours per day.

d. Metropolitan Exchange. We will design a program which will allow our students to encounter some of the experiences which are unique to metropolitan areas.

But experience by itself is blind. Experiences take on meaning for individuals only as they are analyzed, evaluated, and related to other experiences. This means that children may not significantly learn about metropolitan areas just by visiting such areas. A curriculum will therefore be designed which will help our students

bring into focus their experiences of the city.

The program envisioned may be described as a metropolitan exchange program. Just as a foreign exchange program allows students to experience different cultures, so this program would allow our students to encounter the urban-suburban environment and its inhabitants. The program is an exchange program in the full sense of the word. Our students would visit the city, but our students and our community would also host students from metropolitan areas.

The exchange will occur during a youngster's senior year. Forty students from our district will be transported to a metropolitan area to spend eight days with the families of suburban senior student hosts. Near the end of the same year, the suburban students who hosted our youngsters will visit the South Umpqua area to stay for a similar period. Each of our students will experience the daily and weekend routine of the host family, but some activities will be specially provided by the family to ensure that the student actually experiences metropolitan living. These activities include but are not limited to: a visit to the place of employment of host parents, a visit to a modern high rise office building, one cultural event (a play, a concert, opera, ballet, etc.), a trip to a large shopping center, two visits to museums or zoos, a trip in rush hour traffic by means of the host family's usual means of transportation, a professional sporting event, a trip on a rapid transit system, an observation of the host's school, a religious service (in accordance with the desires of our student's parents), and a discussion with the police or local authorities of the problems of the city.

Broadly speaking, the goal of this facet of the program is to provide our students with a set of experiences which will enable them to understand the life style, the problems, and the advantages of a suburban environment. It is expected that what our students experience will be in dissonance with their own rural experience. Educators will focus on this dissonance and help our students to make some intelligent comparisons between their own life style and that of their suburban hosts. These comparisons will lead to a heightened understanding of themselves and their community.

Near the end of the same year when our students host their suburban acquaintances, our community will be expected to provide certain experiences for our guests. This feature of the program will benefit our students in two important ways. It will double the amount of contact our students will have with their suburban peers and thus increase the opportunity for interpersonal learning. Secondly, it will provide our students with an opportunity to realize the unique and positive values of a rural environment. This realization will come about as our families introduce our suburban guests to our style of living.

The program being proposed included more than the set of experiences just outlined. If our students are to benefit to the fullest from these experiences, we must prepare them for the experiences and help them to analyze and to evaluate.

Unit curriculum, therefore, will be developed utilizing the "inquiry" models of Boyer and Suchman.

e. Cultural Enrichment. The case for cultural enrichment has been made and expanded in several places already, so no further rationale for cultural enrichment will be advanced here except to point out that the high school will continue to stress acculturation of the student to cultural activity in general, rather than attempt to promote enculturation to local cultural standards. The cultural enrichment activities at the high school level will include:

1) Four symposia annually stressing interdisciplinary cultural activity; films, dance, sculpture, poetry, drama, graphic arts, literature, architecture, and sculpture, and similar areas of human creativity.
2) Eight minor cultural events in addition to the four symposia will be scheduled annually.
3) An emphasis on creative and expressive arts will be fostered at the high school to include:
   * Summer theater
   * An expanded drama program
   * Off-campus art learning experience centers--sand casting, leather craft, home-fired ceramics.
   * Publications similar to Foxfire, history reviews, and literary publications
   * Library cultural centers
4) The creation of a talent pool of parents and patrons and an informal learning network in cultural areas will be maintained.

f. Leisure Enrichment. The establishment of lifetime patterns of leisure activities is vital to a high school educational process. The high school program will build upon the leisure enrichment efforts of the elementary and junior high school. Much of the adult leisure activity to be coordinated by the continuation school will be available to high school students. The creation of school-owned, student-operated garden plots, the use of gardening as hobby activity, the enhancement of individual student hobbies through displays, fairs, sales, and the coordinate activity program will all enrich our students' leisure time. We will foster extension service youth activities and other non-school youth organizations--American Legion baseball, YMCA programs, city swimming teams, voluntary religious interest groups, horse clubs, 4-H clubs and other similar activities.

Our high school playing fields, facilities, and equipment will be available for student use. Games, camping, and sports equipment will be available for student use. Games, camping, and sports equipment will be available on a loan basis as will musical instruments. Instructional programs on an individual basis in piano, violin, guitar, ballet, acrobatics and similar areas will be provided.

g. Peer Teaching. High school students at South Umpqua have been engaged in peer teaching on a limited basis for the past four years. It began under Title I, ESEA with a group of high-risk students who had attendance and other problems. Success was, at best,

moderate. Subsequently, students who were highly motivated, intending to become teachers, were given the opportunity to elect peer teaching in a highly structured elementary physical education program. Then travel was confined to walking to the adjacent elementary school. During the past two years, the program designed to instruct high school students in child growth and development and techniques of instruction have been more clearly articulated and wider lattitude has been alicwed for a greater diversity of students to elect the program. High school students have also entered into a greater variety of peer teaching activities, including tutoring in basic skills and working with small groups of youngsters in arts and crafts.

Under the auspices of the experimental schools project, the activities have been broadened to include peer counseling in which a small groups of high school students, with the advice of a high school advisor, pair themselves individually with an elementary school youngster. Focused mainly on working with younger children on weekends in leisure time activities such as gold panning, horseback riding, and nature walks, the high school student serves as a model for the youngster and becomes involved in helping the younger student overcome learning or personality deficits.

These peer teaching activities will be continued and expanded as the schools develop greater capability to manage cross-age activities involving students traveling from school to school. Presently, twenty-five high school students are thus engaged, and before this school year is over about ten more will be involved and this number will remain constant in the 1973-74 school year. In addition, as we develop programs for greater student involvement in volunteer human service areas, high school students will be encouraged and allowed opportunities to tutor dropouts who wish to satisfy high school requirements and other high school students who are experiencing difficulties in their studies.

As the continuation school concept becomes a reality, two and three member teams of high school students who have demonstrated unusual proficiency in arts and crafts, welding, woodworking, and similar areas will be employed as faculty members for evening classes. Students who demonstrate unusual competence in working with younger children will man media centers where leisure and cultural enrichment activities are underway in the evening and on weekends. High school credit will accrue for each activity.

h. Credit via Performance. High schools have traditionally granted credit based on a time and attendance requirement as well as on a demonstration of competence by way of completed assignments and teacher-made tests. While this approach has been accepted as adequate by many, few could argue that credit in a given course really indicates very little in terms of identifiable, student learning. This is not an indictment directed at the teachers and their efforts but a simple statement of fact that different teachers stress different concepts and, consequently, students' learnings vary considerably. Also, some students, because of this approach, are required to spend many hours in classes doing

assignments pertaining to concepts they already understand. This is particularly true of skill subjects.

The South Umpqua High School staff will develop measurable, performance objectives as a basis for credit for all the required classes as well as for those electives which lend themselves to this approach. Electives such as music, drama, art, and some career courses will have student performance objectives but in a different sense than for the required classes and the more academic electives. The development of the objective statements will take place during the summer months by placing volunteer staff members on extended contracts. Persons currently designated as department heads will coordinate and oversee the work effort which will utilize two weeks in July of 1973, with approximately 25 staff members participating. A follow-up effort will make necessary modifications, deletions, and additions. One week will suffice for this purpose.

Two valuable changes will take place as a result of the development of the performance requirements for the various classes. It will then be possible to operate continuous progress, individualized learning in courses which are sequential in nature, and students will have the opportunity to "challenge" for credit.

Beginning in the fall of 1973, volunteer teachers will pilot the attempt to provide high school students with individualized, continuous progress learning. At least one class in each discipline will operate in this fashion.

Students will be allowed to challenge a class for credit by demonstrating the required level of skill and understanding necessary for a given course. The tests and other evaluation instruments necessary for providing the opportunity to students will be developed concurrently with the materials in this area such as those produced by Popham and his staff at the Behavioral Objective Exchange at UCLA.

A new system of recording will have to be instituted in order to document the actual level of competency demonstrated by students. Models for this effort are currently being developed in six pilot projects in the state of Oregon and the results of these pilot projects will be used as guides as the staff at South Umpqua High School determines the most feasible way to record this information.

i. <u>Special Programs: Reading and Mathematics</u>. South Umpqua High School currently offers classes in what is called individualized reading. The major thrusts of these classes are to develop more diverse interests in reading material and to rekindle a high degree of interest in reading among students who have lost their enthusiasm for the printed page. A gap of major proportion exists in that there are a number of students in the high school who are seriously deficient in basic reading skills.

A class will be developed which will meet the needs of these students who are practically non-readers. The class will operate

by way of a learning loop including diagnosis, prescription, and evaluation. Each student will have a totally individualized, prescriptive program developed for him or her which will emphasize the acquisition of basic reading skills. It is important to note that the traditional remedial reading program is not what is being planned but, rather, a completely individualized approach which will allow any student who is deficient in reading skills the opportunity to overcome this handicap. Enrollment will be strictly on a voluntary basis. Students completing this program will be encouraged to enroll in the currently offered reading program in order that they might continue to improve their skills and to diversify their interests.

Mathematics education at South Umpqua High School includes applied mathematics, applied algebra, algebra I, algebra II, geometry, math analysis, and senior math. It is inadequate for those students who have historically had serious problems in mathematics. The classes which are supposed to provide for the needs of the students who are deficient in mathematics skills are the applied mathematics and applied algebra courses. They are designed according to the same model as the classes experienced by these students in elementary and junior high school and therein lies the problem. Merely repeating the same processes which have already failed many times is doomed to failure at the high school level. A fresh, different approach is a must if these students are to be accommodated with any real success.

South Umpqua High School will develop a new mathematics program for students who have had difficulty in mathematics which will emphasize a hands-on approach. Much use will be made of tangible objects, games, puzzles, visual aides, and practical problems to help those students overcome their deficiencies.

A program of the type indicated has been developed in Riverton, Wyoming, via a Title III, ESEA grant. Their program has served as a statewide model for low-achiever mathematics in Wyoming and they have also provided assistance to adjoining states in the effort to provide more adequate mathematics education. Their expertise will be utilized by hiring the project director as a consultant for a one-week training program of South Umpqua mathematics teachers. Also, a full set of materials appropriate to high school students will be purchased in order that the South Umpqua program may be implemented in the fall of 1973.

j. Research. A noted weakness in public schools across the land has been in the lack of time and resources devoted to on-going research. Learning theory, adolescent psychology, and the study of innovative practices in other schools all have received too little attention. During the summer months, staff members will be paid to participate in research efforts through the study of learning theory, adolescent psychology, and related fields. Consultants from these fields will be contracted through the staff development center to provide on-site workshops dealing with educational practice and the implementation of the latest findings in learning theory.

Teachers will be encouraged to request materials about innovative practices through ERIC, regional labs, colleges, universities, and by direct correspondence with the personnel in other schools where new ideas and approaches are being tried. Time and money will also be made available for on-site visitations to schools which have put into operation methods and techniques which are proving to be beneficial and worthwhile.

5. Continuation School Support Level. The complexity of modern life has changed the role the schools now must perform. The educational needs of adults, especially in changing rural areas, call for school districts to make deliberate provision for the lifetime learning of its patrons. In the past, this need for continued learning has surfaced in book clubs, adult education classes, college extension classes, on-the-job training, business conferences and in a myriad of voluntary self-study efforts ranging from first aid and boat safety courses, to membership in the Sierra Club or TOPS (Take Off Pounds Sensibly). The spasmodic involvement in home extension meetings, private literary groups, correspondence schools and similar activities demonstrate adult interest in continued education. Recently a number of adult centers for study have sprung up across the country under a variety of titles: Centers for Human Development, Centers for Humanistic Education, Learning Centers, Learning Resource Centers for Teachers and Parents. Renowned national organizations like the Association for Supervision and Curriculum Development have given major attention to career development, lifetime education, and the emotional, social and educational needs of young adults. In some ways the emphasis on dropout education that marked the late sixties (now softened by critics of schooling) was simply another facet of the need for continued education of adults after age eighteen. The educational and skill problems of those citizens who subsist on welfare coupled with the retraining made necessary by swift changes in the industrial system, has made lifetime education a necessity. Indeed, McLuhan was truly the oracle when he pointed out that "the work of the future is learning a living."

In the South Umpqua School District our efforts to extend the use of school facilities and equipment to community adults, using our own unique variant of the concept of community schools, has led us to establish a new school component utilizing the opportunity afforded by the experimental schools project. Past efforts in adult education have occurred. Basically geared to the traditional instructional model, classes have been offered either by the school district, the local community college, or the state colleges' division of continuing education. However, the school has not in times past attempted to share its shops, its studios, or its tools with community adults. It has not provided any continued effort to promote lifetime learnings of dropouts, young adults, and the mature. It has not attempted to assist as a part of its normal program to enhance the general cultural life of all members of the community. However, the continuation school will now assume these functions and others consistent with its mission to promote lifetime learning for community adults.

a. Administration and Staffing. The continuation school will be administered by the community school director. The community school director will be directly responsible to the school superintendent

and will be a member of the superintendent's administrative council. Teaching staff members will be arranged through fee schedules and learning networks.

b. Advisory Council. A five member advisory council to the community school director will be created. The members will be appointed for one-year terms by the School Board. District geographic distribution will be considered as the School Board makes appointments and fills vacancies. The superintendent will appoint three ex officio members from the faculty to provide necessary liaison. The community school director will serve as secretary to the advisory council.

c. Time, Space and Facilities. The continuation school will operate during those times that the regular school facilities are available for use. Some activities of the continuation school will continue throughout the year as an integral part of the total school program--leisure and cultural enrichment, and guidance services.

d. Program Processes and Activities. Six major activities will be performed through the continuation school: guidance services, job placement, adult interest and education courses, community college classes, leisure enrichment activities, and cultural enrichment activities.

Guidance Services

Our citizens need more options for organizing their lives. Many community adults need information about social referral agencies. Many want to secure certificates of high school completion. Some want to explore their interests and aptitudes through psychological testing. Some merely want information regarding career options either for themselves or for their children. Some will want help with specific problems resulting from child-rearing, employment difficulties, or some variant of post-high school non-success. Some may merely be dissatisfied with their present lives. The continuation school will make counseling services of the school district available to parents and patrons. Special counseling attention will be given to services for dropouts and services to young adults, helping this age segment of our community to make the transition from adolescent dependence to adult maturity more easily. The dramatic differences in the pacing of human maturity of which we are all aware will be more readily accommodated by guidance services offered through the continuation school program. It is likely that some tutoring activities, especially for adult illiterates will be part of the guidance thrust of this component.

Job Placement for High School Students and Dropouts

(See VI.F.4. High School Support Level, Career Education)

Adult Education Courses

In the past, several courses have been offered quarterly in school facilities to community adults on a fee basis. Cooperative effort

with the Home Extension Service and the school as well as an occasional class sponsored by the area's community college has resulted. No real needs assessment of the adult community has occurred, however. Coupled with the peripherality of the activity to the district's past mission, this circumstance has resulted in a feeble adult education effort. The addition of two staff members whose sole responsibilities will be the implementation and coordination of community school efforts will broaden the course offerings and legitimatize adult education for our community.

Community College Liaison

Umpqua Community College, a comprehensive community college, located 31 miles from Myrtle Creek and 34 miles from Canyonville (our two major population centers) operates a multiple-site program. Most courses taught by the college can be offered in our community. In times past such courses have actually been offered periodically because no local agency has promoted this effort, made registration easy, or determined what kinds of college activity was most likely to be successful in south Douglas County. None of our neighboring school districts has moved in this direction either. Since the community college is relatively new (less than a decade has elapsed since its founding), its extension of service has been somewhat limited, too. The establishment of our continuation school should enhance both efforts to provide for the educational needs of area adults.

Leisure Enrichment

By opening the school district's shops, music rooms, studios, scientific laboratories, playgrounds, gymnasiums, libraries, and classrooms to adults, an entirely new range of leisure time opportunity is made available. The compilation of an area talent pool and of a area-wide learning network will provoke completely new opportunities for leisure enrichment. We view the continuation school effort here to be supportive of existing community activity and instigative as well as cooperative in the establishment of leisure time activities such as tours, travel groups, great decision programs, fly tying instruction, film making, creative writing, photography and similar as well as varied programs.

Cultural Enrichment

The continuation school office shall be responsible for coordinating the scheduling of all spaces and activities conducted by outside agencies, and shall be responsible for maintaining a district-wide scheduling register. All community cultural events which use school facilities will be coordinatrd by this office. In addition, the continuation school will be responsible for any district-wide symposia and traveling cultural displays, and shall coordinate the use of school libraries as cultural centers. The continuation school will survey the area locating all existing cultural agencies (both public and private), will monitor all cultural activity in the area, and will promote and conduct conferences, musical engagements, dance demonstrations, visiting artists, lectures, films and similar activities for our district.

6. Special Education Support Level. Descriptions, with the appropriate time lines, are cited on elementary and high school charts to be found in the implementation sections of this document. A major reorganization of the special education program in the South Umpqua District is envisioned. The major elements of this reorganization include:

   a. The establishment of a pilot program for the children in the present elementary EMR classrooms to explore the possibility of integrating many of these handicapped children into the regular school program. This pilot will involve one elementary school in the district, with the possibility of expanding the program to other schools during the second, third, and fourth years of the project if the program proved successful. Handicapped children will be placed and continued in the regular elementary school program only with the consent of the classroom teacher involved. The present special education staff will function as resource persons to the classroom teachers in planning and executing educational programs for the handicapped children in their classroom.

   b. The creation of individualized vocational and social living programs for handicapped students at the junior and senior high schools. The students involved in this program will participate in a "homeroom" classroom core program in addition to some regular classes involving modified schedules designed to provide them with job entry level skills. A specially trained teacher/counselor will work with the students in the core program, identify appropriate jobs in the community, arrange training programs to qualify the students for the jobs, and act as a resource person for teachers who have handicapped children in their regular classes. The handicapped children will be placed and continued in regular classes only with the consent of the classroom teacher involved.

VII. THE ROLE OF THE COMMUNITY - COMMUNITY INVOLVEMENT PROCESS

The community involvement in our schools has traditionally been limited to attendance at special school activities, voting on the annual school budget, and occasional attendance at P.T.O. meetings. In most ways, the school has been apart from, rather than a part of the community. This has resulted in a separation of the entities which exercise the most impact on and the most control of the child--the home and the school. This separation lies at the root of many of our educational problems. We at South Umpqua believe that by involving parents and patrons in our on-going comprehensive planning, implementation and evaluation processes and by emphasizing the five curricular processes which require community involvement, we will modify positively student growth and development in both a general and a specific sense.

The essential involvement of the patrons and parents of the South Umpqua School District will be elicited in every possible way; however, our formal ways for involving the community in essential decision-making activities will employ the following structural mechanisms:

A. The School Board.
B. The Budget Committee.
C. The Experimental Schools Coordinating Council.
D. The Curricular Stream Committees (five in number).

E. The District Curriculum Decision Making Board.
F. The School Implementation Operating Unit.
G. The Staff Development Center Board of Directors.
H. The various advisory councils of the district.
I. Ad hoc committees.
J. Reaction groups.

Brief descriptions of the formal structures, not described elsewhere in this plan, follow.

A. The School Board of District 19. This is a seven-member board, zoned into two areas representing the two major communities. Two members are elected from each community and three members are elected at large.

B. The Budget Committee of District 19. This is a fourteen-member group composed of the seven School Board members and seven other members appointed by the School Board to three-year rotating terms.

C. The Experimental Schools Coordinating Council. This is a fifteen-member group appointed by the School Board to represent the School Board and varied community interests and to make recommendations to the School Board regarding the infusion of experimental schools activity into the existing program thrust of the district.

H. Various Advisory Councils

1. Community Learning Center Advisory Councils. Each of the district's community learning centers will have an advisory committee of knowledgeable adults whose regular activities will provide these centers with essential expertise.
2. The Title I Advisory Committee. The Title I (compensatory education) Council is composed of six members, drawn from low income patrons of the district. The committee members assist in evaluation, exercise program review, and make recommendations for program modifications. The members serve as liaison to other parents whose children participate in the program.
3. The Early Childhood Community Council. A three-school district, 12-member community board with five additional ex officio members drawn from the administrative officers of the school districts concerned. The council has broad policy-making powers subject to approval by the three School Boards.
4. Council for Career Education. A six-member board of business and industrial leaders, drawn from the general region, guides the long-range plans for career education in the district and has been established since early in 1972.
5. Career Education Advisory Council. Seven advisory councils for career education clusters now operate in District 19. These seven councils each have five to six members and provide technical advice and liaison between the cluster programs and the career realities in our region. Advisory councils now exist for the following operative career clusters: food service, technology, industrial mechanics, marketing, construction trades, office occupations--secretarial, clerical and accounting. An additional advisory council has just been formed for the more general career awareness needs of younger students. This council is also charged with monitoring program needs in career areas where a full-cluster

program is not yet operating, specifically forest products, health services, metals technology, and graphic arts.

6. High School Athletic Booster Club. Between 60 and 70 men and women in our two communities are members of the Booster's Club. Membership is voluntary. The group acts as a traditional school support group.
7. Elementary School Parent Teacher Organizations. Each elementary building has a Parent Teacher Organization which focuses its attention primarily on the educational needs of students in a particular attendance area. The traditional committee structure of PTA organizations is attempted by each of four groups with varying degrees of success.
8. Continuation School Advisory Council. A five-member council will be appointed by the School Board to one-year terms.

I. Ad Hoc Committees. Any segment of the school may appoint ad hoc committees to advise that segment. The School Board has in the recent past received counsel from these ad hoc committees: Building Color Selection Committee, Maintenance Committee, Sites Improvement Committee, and Cafeteria Improvement Committee. The central administrative office regularly appoints ad hoc committees. The most significant of these has been a State Department of Education Task Force, a group of out-of-district professionals who inspected, assessed and recommended changes in district practice.

J. Reaction Groups. Every major program and each project proposed for these programs have access to lists of community adults who have volunteered to react to proposals for educational change. Student reaction groups have also been formed by program coordinators to serve in analogous student structures. Teacher reaction groups, of both a common curricular background and of a multi-disciplinary composition, have likewise functioned.

Other forms of community involvement in the schools are implicit in all five of the educational processes of the experimental schools program. Parents will be involved in planning their children's educational experiences and providing learning experiences for their children. Parent and patron volunteers will actually work in classrooms, in community learning centers and in libraries. They have opportunities to aid students on field trips, in individual study activities, in advisory capacities dealing with community internship programs, and in other ways. Again, the shared planning and decision-making organization delineated in this plan provides new avenues for more in-depth community involvement.

VIII. TIME, SPACE AND FACILITIES

A. Presently, the utilization of time and space in the schools of the South Umpqua School District is handled traditionally with some modification at the high school level. Constraints on our use of time include:

1. Seventy-seven percent of our students are bused to our schools. The longest time any child spends riding to school from home is forty-five minutes. High school students are transported to school by 8:10 a.m. daily with the buses making a return trip on their routes to pick up junior high and elementary school students. The latter begin the school day at 8:45 a.m. and end their day roughly 45 minutes later than do high school students, allowing a double bus run to occur in the evenings as well. First graders have a special early afternoon run.

2. The near universal use of the fragmented day organizing principle at the high school and junior high school levels and in a much lesser degree at the elementary levels, is a further constraint. The use of the seven-period day and the Carnegie unit fifty-minute hours has created institutional inertia. The even smaller blocks used in some elementary classrooms with the rigor of time clock instruction exercises its own limitations on creative use of time.
3. The need that exists for many of our teachers to go to college during the summer for early special workshops makes the extension of the school year difficult during June. In like manner, the post-sessions offered by colleges in late summer hinder the extension of the school year since we cannot begin school programs earlier than we now do.
4. Perhaps the greatest constraint on changes in the use of time is historico-traditional. Historic expectations are that school will begin near September 1 and end during the first week of June. Additionally, people ordinarily expect schools to operate only five days a week and for seven hours a day.

Even with these institutional and traditional constraints, certain significant modifications in the use of time will be made. These modifications are:

1. The junior high school nine-week schedule. The junior high school will move from a semester length core learning program to a quarterly broad elective program during 1973-74. Greater elective choices will occur each year as new nine-week courses are thoroughly planned.
2. Extended Year Program. Since not all of our teaching staff engaged in self-chosen academic study during the summer and since college students are returning to the area from their studies, we will increase the school's activity during the summer months in all schools.
3. Extended Day. Different time schedules operate for students in some of the community learning centers which will be founded during the next four years. As an example, our store front marketing experience center, located five miles from our high school, is open until 5:30 p.m. The day care center will operate from 7:30 a.m. to 5:30 p.m. The use of school facilities by our local community college and by interested patrons and students will necessitate evening hours in our junior high and high school facilities, shops, libraries, stages and classrooms. Concommitantly, manufacturing activities in our shops, academic use of our libraries and business equipment and recreational use of our sports equipment, gymnasiums and playing fields in all schools will necessitate Saturday and Sunday operation as well.
4. Block Scheduling. Students at the high school will have the option to schedule classwork in blocks of time. The student, for example, who is working in a cooperative work experience now signs up for three units of cooperative education credit and works in some business for three or more hours daily. We will, within the constraints of our capability, create opportunities for students who are specializing in other curricular streams to make similar credit and time arrangements.
5. Student Elective Program. The elementary schools and junior high schools will operate an elective program one afternoon each week. Rotation of students and new activities initiated for each cycle will distinctively alter the present use of time for our elementary and junior high school students.

B. Space and Facilities. Even our limited population growth in the past decade has placed considerable stress upon available instructional time and space; no new major elementary schools have been built in the district since 1951. The last school building to be constructed in the district was the high school, built in 1965 to house 750 students. It now houses 768. However, present use patterns completely fill all present classrooms all periods in each day. Decline in the dropout rate or added curriculum will increase the need for space. Securing available space is one of our district's major problems. Unfortunately the experimental schools program guidelines prevent us from capital improvements so our use of space and of our facilities must focus on:

1. Utilization of the instructional equipment now held privately in the district, either through rental or free learning network activity.
2. Different uses of presently available space, either through added functions or through extended time availability as previously discussed.
3. Greater utilization of the natural spaces which surround the school.
4. Express utilization of the spaces possessed by other community institutions which can be made available for instructional purposes, either through negotiation or through rental.

The wisest use of available space involves the nearly limitless spaces which surround us naturally. One of the great resources of our area is open space. Our area is surrounded by mountains, encompassed by forests, situated on unique geologic formations, drained by hundreds of small streams, filled with uncountable examples of flora and fauna. These spaces which we regard so casually are viewed by others in the country to be worth the effort of 50 weeks of work just to spend two weeks of vacation admiring our common places. We are going to use this space for instruction, initially through trekking experiences, nature hikes, and the creation of a forestry learning center.

Many buildings in the community are also available. We will utilize these: bowling alleys, stores, offices, service stations, day care centers, churches, veterans' organizational buildings, theaters, conference rooms, agency offices, swimming pools, newspaper offices governmental offices and similar areas.

We will also add equipment to our technological arsenal by employing similar tactics with those individuals, firms and governmental bodies that possess crucial instructional equipment.

IX. PROJECT IMPLEMENTATION AND TIME LINES FOR THE FOUR YEARS

The life support level time lines which follow indicate generally how each level's program activities and processes will be implemented. District project files will, of course, contain more specific implementation details, also using time-task-talent charting techniques as well as narrative and budget details.

In the future project years, additional suggestions for alteration of educational activity will mount. Specific proposals for change will be generated by individual teachers, parents, students and by groups such as the stream committees, study committees, the building implementation and operation units,

the project management unit and others. Decisions must be made by the particular stream committee involved. It must recommend or not recommend the proposal to the District Curriculum Decision Making Board. Several ad hoc reaction groups of students, teachers and parents will respond to the proposals. Some formal committees will handle the proposals and recommendations. Ultimately the district School Board, which alone has the power by Oregon law to make school policy, will act on the proposals.

Decisions about program and organizational changes in the district shall be governed by these priorities during the project years 1973 to 1977:

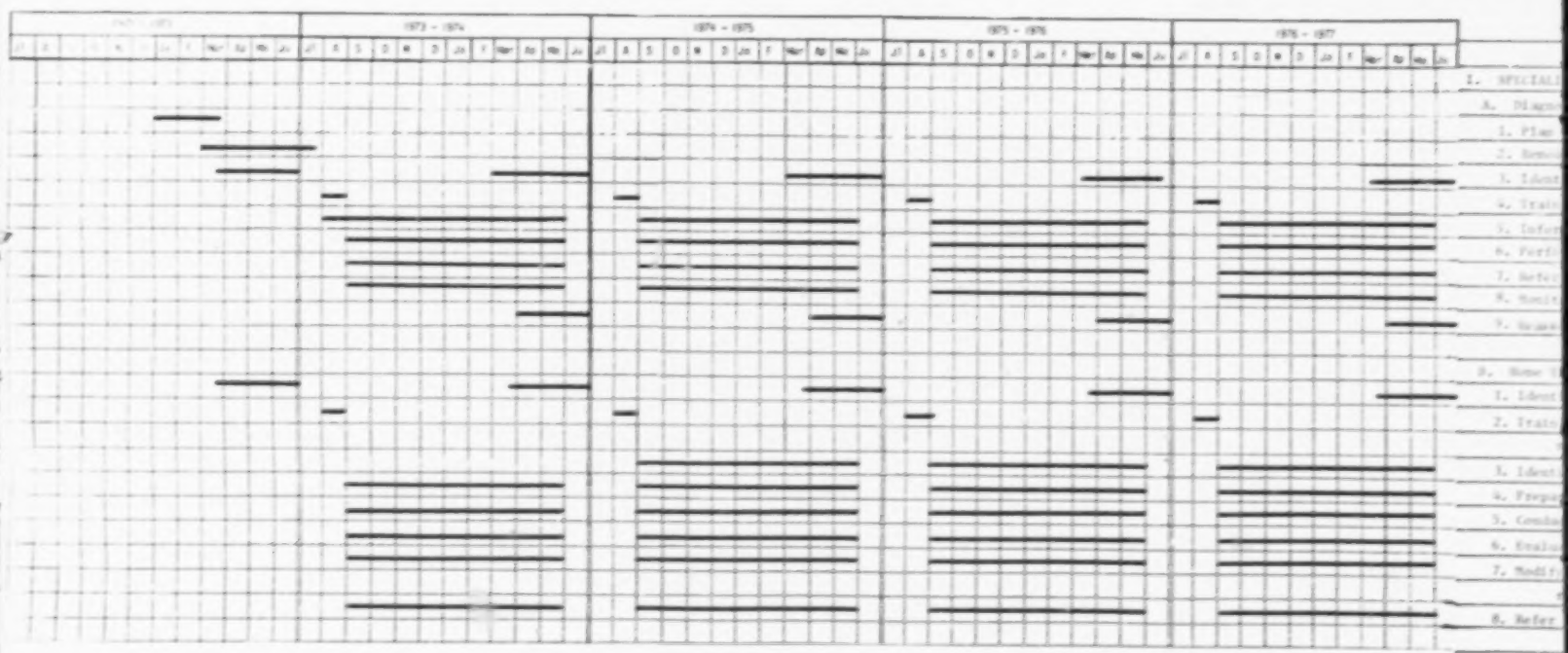
1. The central theme of the experimental schools program.
2. The basic needs of the district's children.
3. The basic commitments as a community and district.
4. The operational values of the district.
5. The general curricular purposes of the district.
6. The student goals of the district.
7. The instructional goals of the district.
8. The five basic processes to be emphasized by the experimental schools program.
9. The specific goals of the particular curricular streams involved.
10. The specific objectives of the program or project being proposed.

If the specific change being proposed is at odds with the basic program thrust of the district, it will be rejected.

In addition, every change adopted must be based firmly on research findings, adequate learning theory, and on fundamental knowledge regarding human growth and development.

Time line and implementation charts, budgets, and phase-out strategies follow.

IMPLEMENTATION SUPPORT LEVEL III A Early Childhood



11 A

ldhood Education

P - PARTICIPATES
C - COORDINATES
S - SUPPORTS

PERSONNEL INVOLVED

| | | | GRADE LEVELS AFFECTED | | | | | | | | | | | | | | PERSONNEL INVOLVED | | | | | | | | | | | | | |

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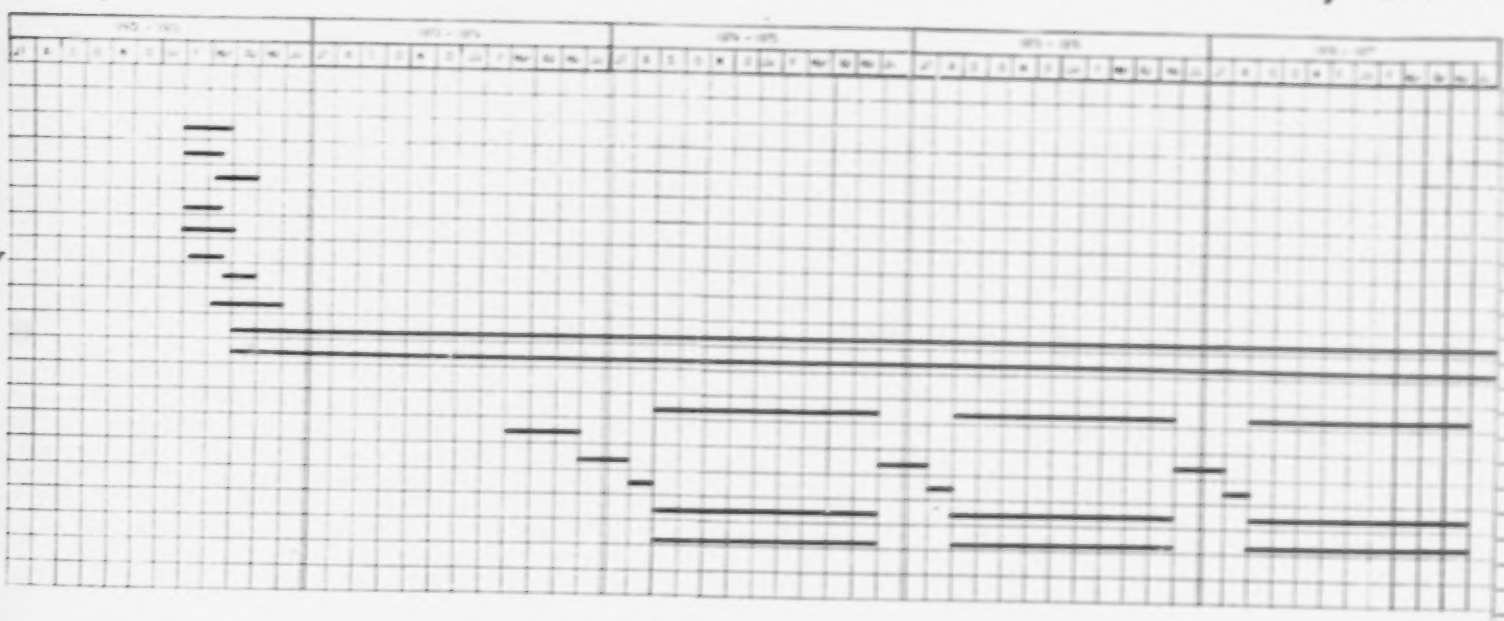

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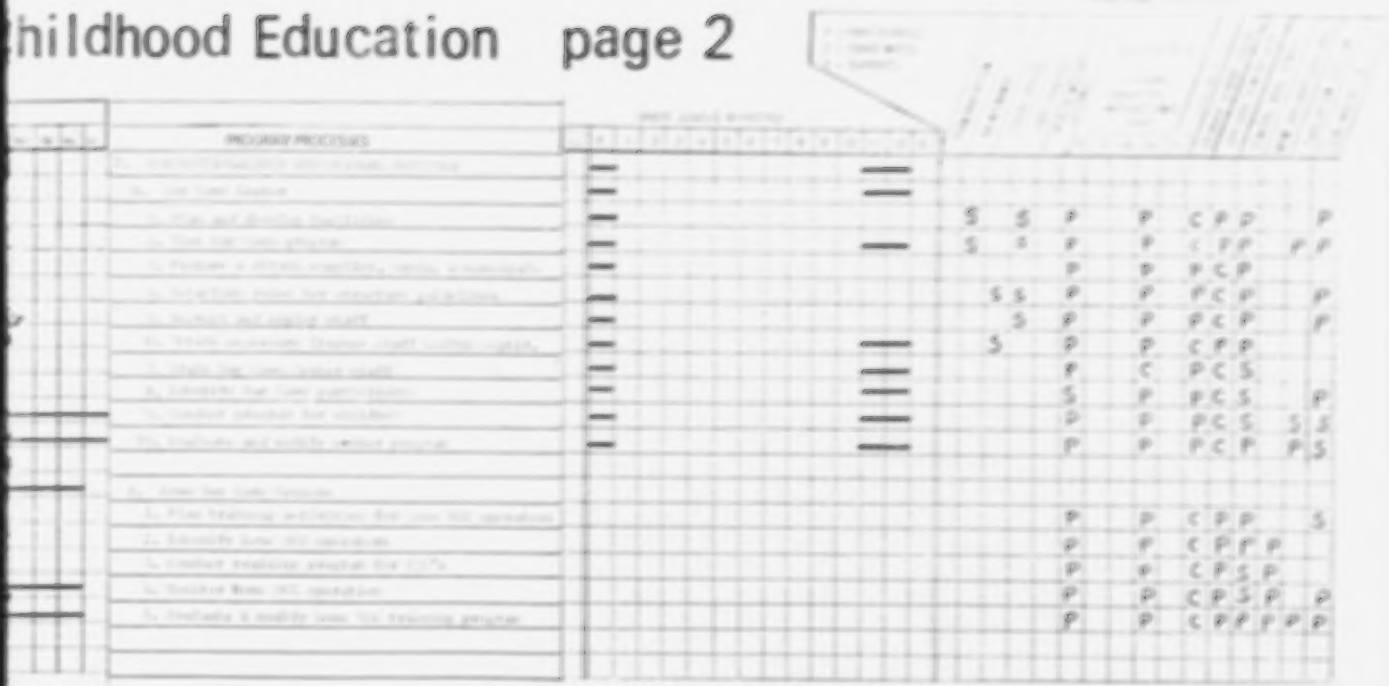

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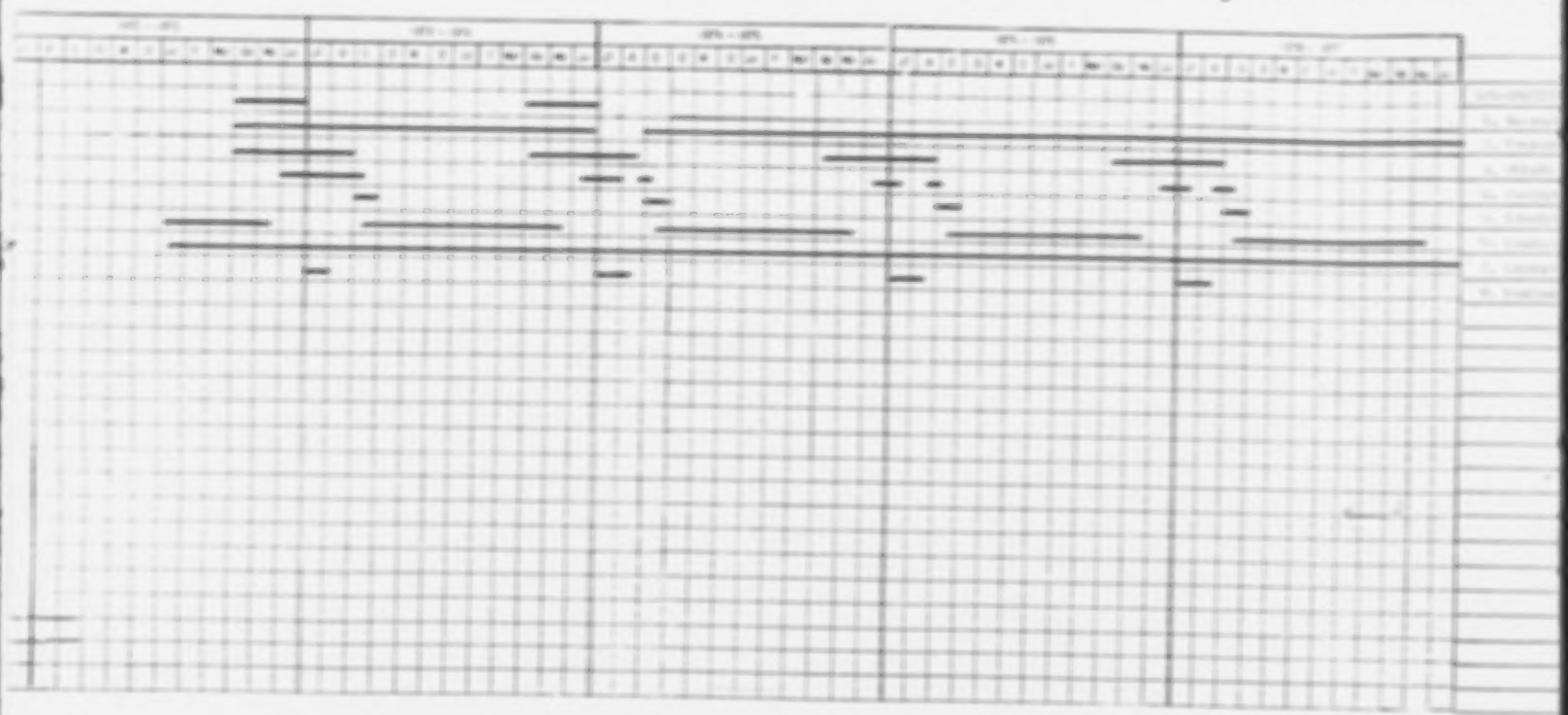

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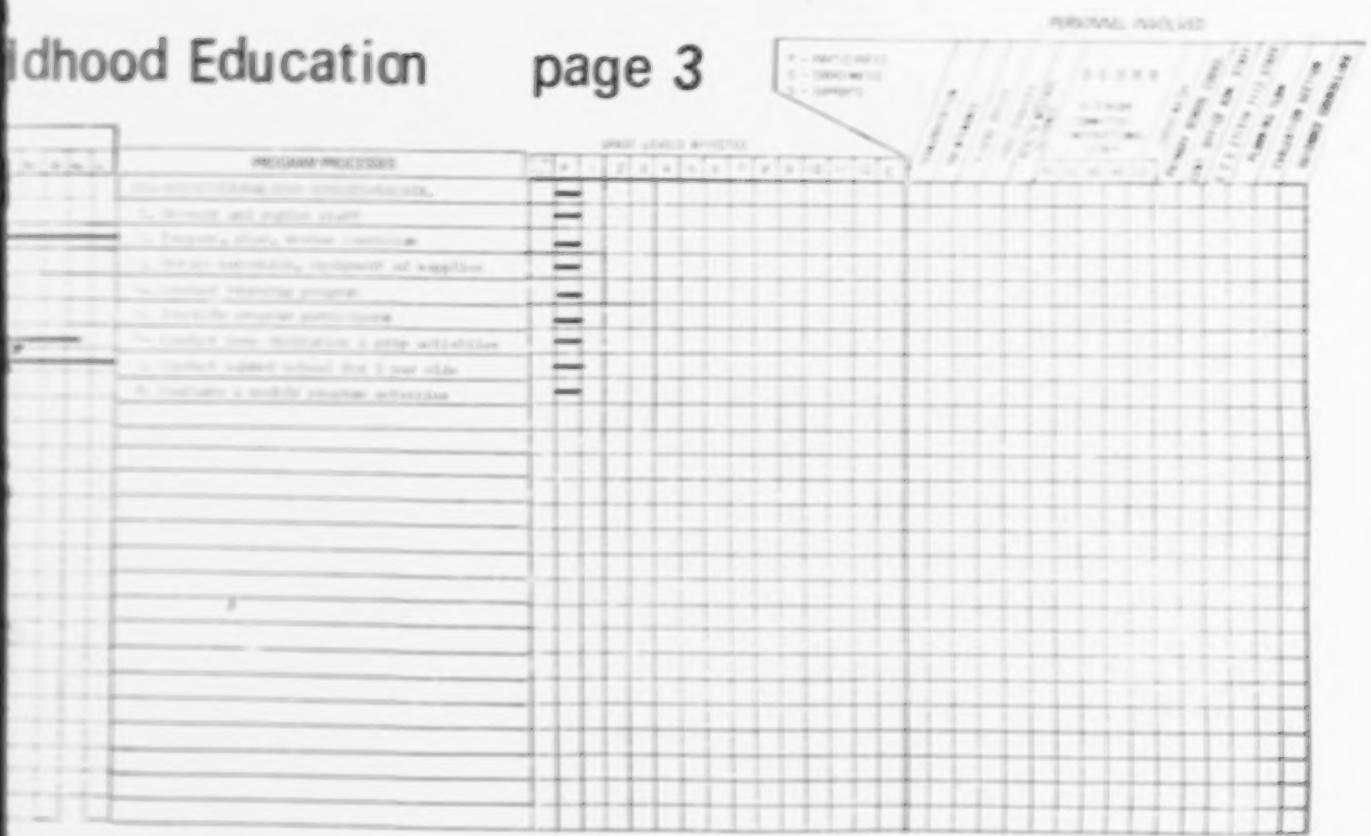
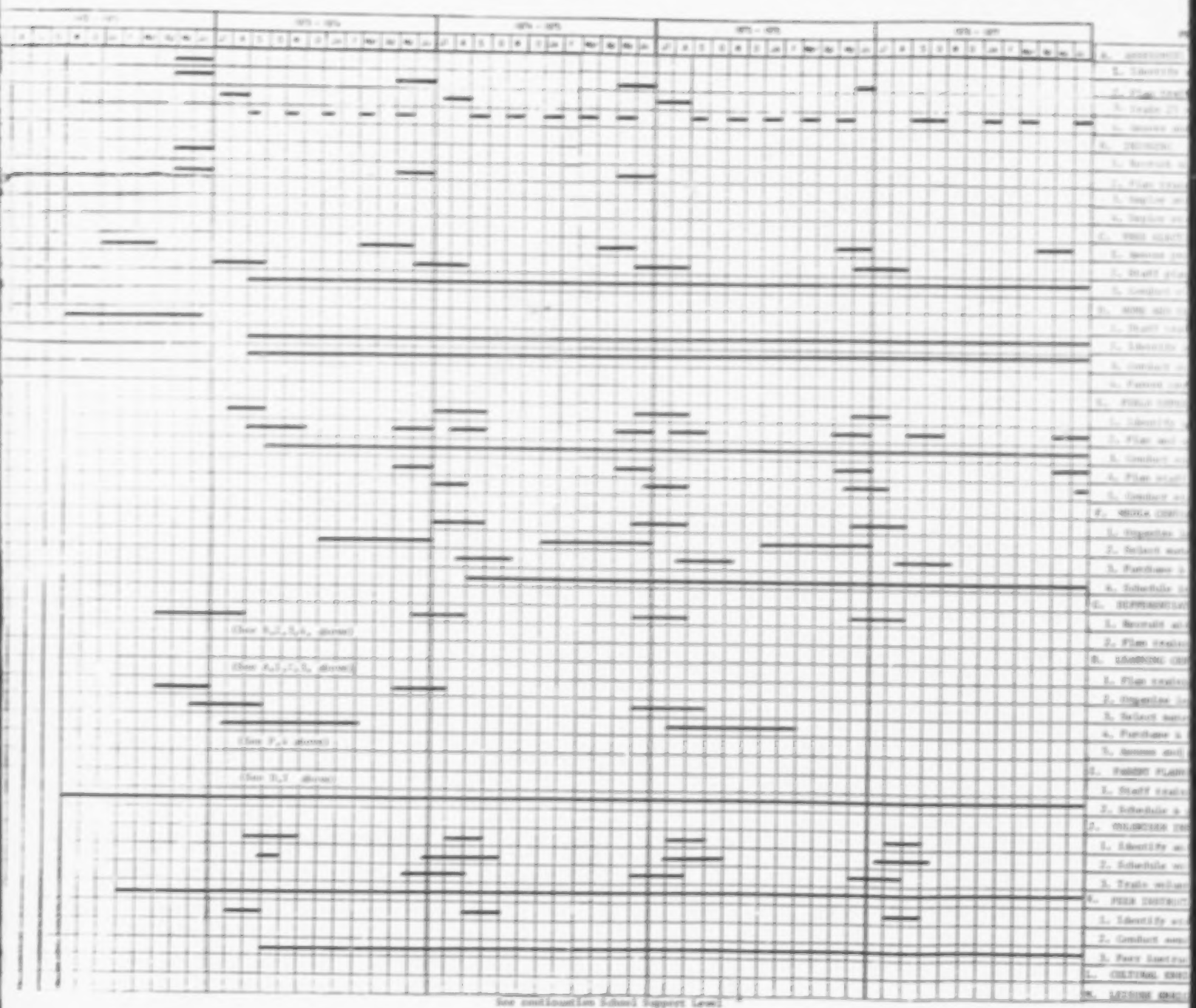


IMPLEMENTATION SUPPORT LEVEL III A ELEMENTARY SC

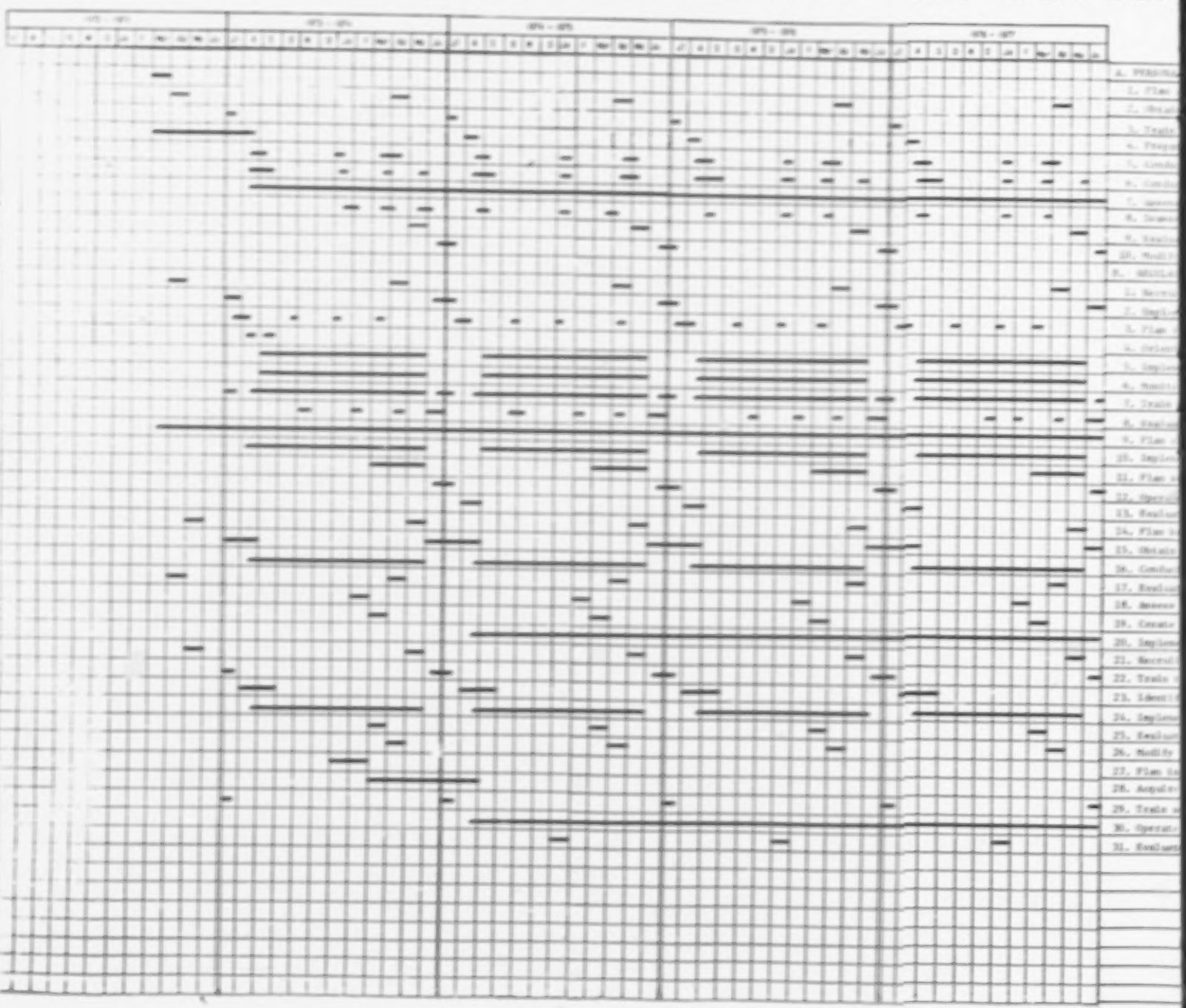


See continuation School Support Level

NTARY SCHOOL

PERSONNEL INVOLVED
P - PARTICIPATES
S - SUPPORTS
PROGRAM PROCESSES
GRADE LEVELS AFFECTED
1. ASSESSMENT
2. Identify staff who will participate
3. Plan training
4. Train IS staff members
5. Assess and place students
6. TRAINING
1. Recruit aide staff
2. Plan training
3. Inplow and train staff
4. Inplow staff in schools
7. PRE-ELECTIONS
1. Assess present elections
2. Staff planning for elections
3. Conduct elections weekly
8. HOME AND FAMILY EXPERIENCE
1. Staff training-interpersonal relations
2. Identify parents participants
3. Conduct in individual units
4. Parent courses and [illegible] schools
9. FIELD EXPERIENCES
1. Identify sites and activities
2. Plan and assess procedures
3. Conduct each event
4. Plan staff training
5. Conduct staff training
10. RESOURCE CENTER
1. Organize learning centers
2. Select materials and equipment
3. Purchase & install materials and equipment
4. Schedule individuals and small groups
11. ENVIRONMENTAL STUDIES
1. Recruit aides, student teachers and interns
2. Plan training, tapes and deploy aides
12. LEARNING CENTERS
1. Plan training staff
2. Organize learning centers in IS classrooms
3. Select materials and equipment
4. Purchase & install materials & equip. IS classrooms
5. Assess and place students
13. STUDENT PLANNING AND INSTRUCTION
1. Staff training
2. Schedule & conduct parent plan. & [illegible] activities
14. VOLUNTEER INSTRUCTION
1. Identify and publish list of volunteers
2. Schedule volunteers into schools
3. Train volunteers for special activities
15. FIELD INSTRUCTION
1. Identify students and pair
2. Conduct seminars
3. Peer instruction 3 times week
16. CULTURAL ENRICHMENT
17. LEARNING MANAGEMENT

IMPLEMENTATION SUPPORT LEVEL III A JR. HIGH SCH



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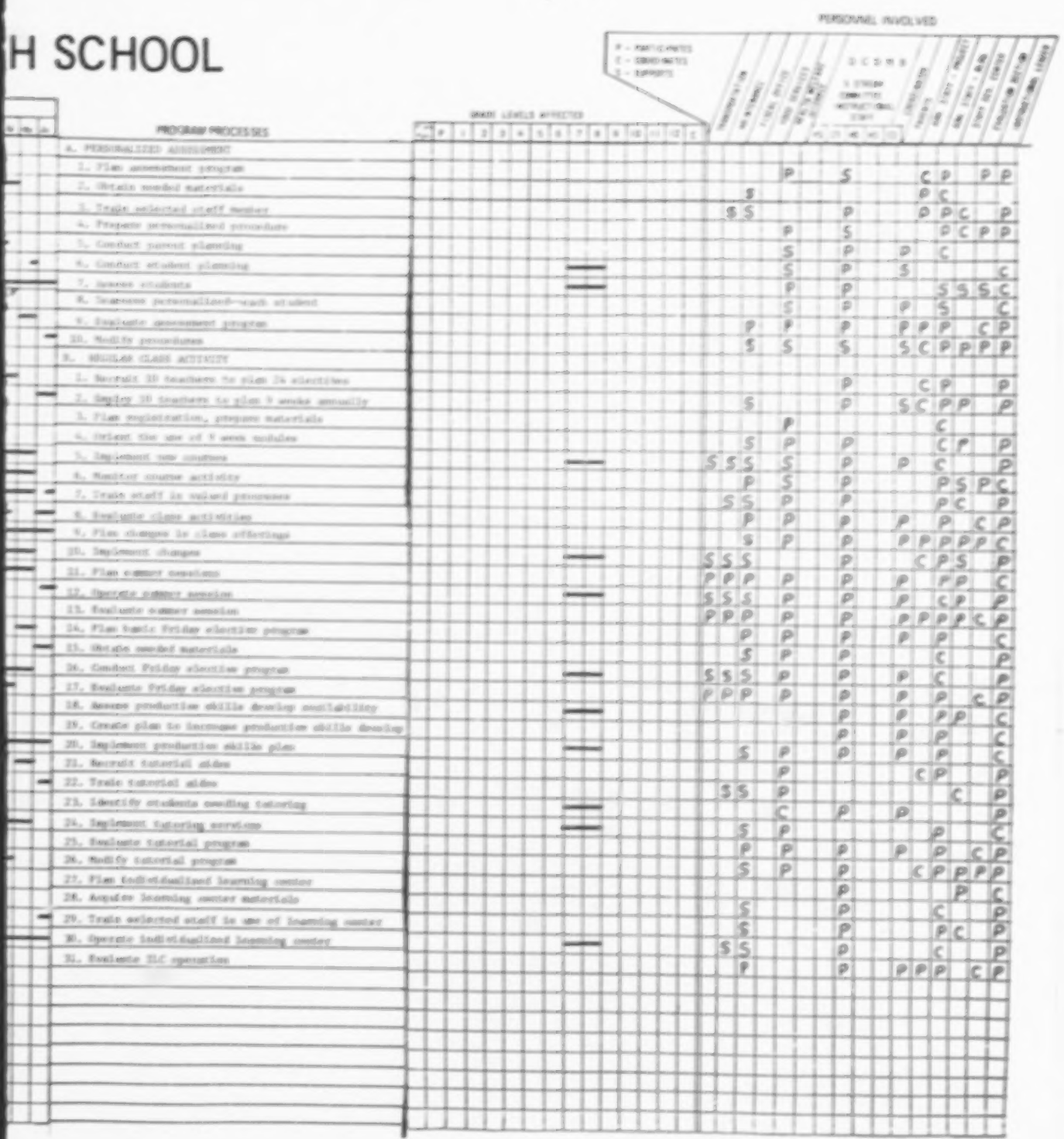
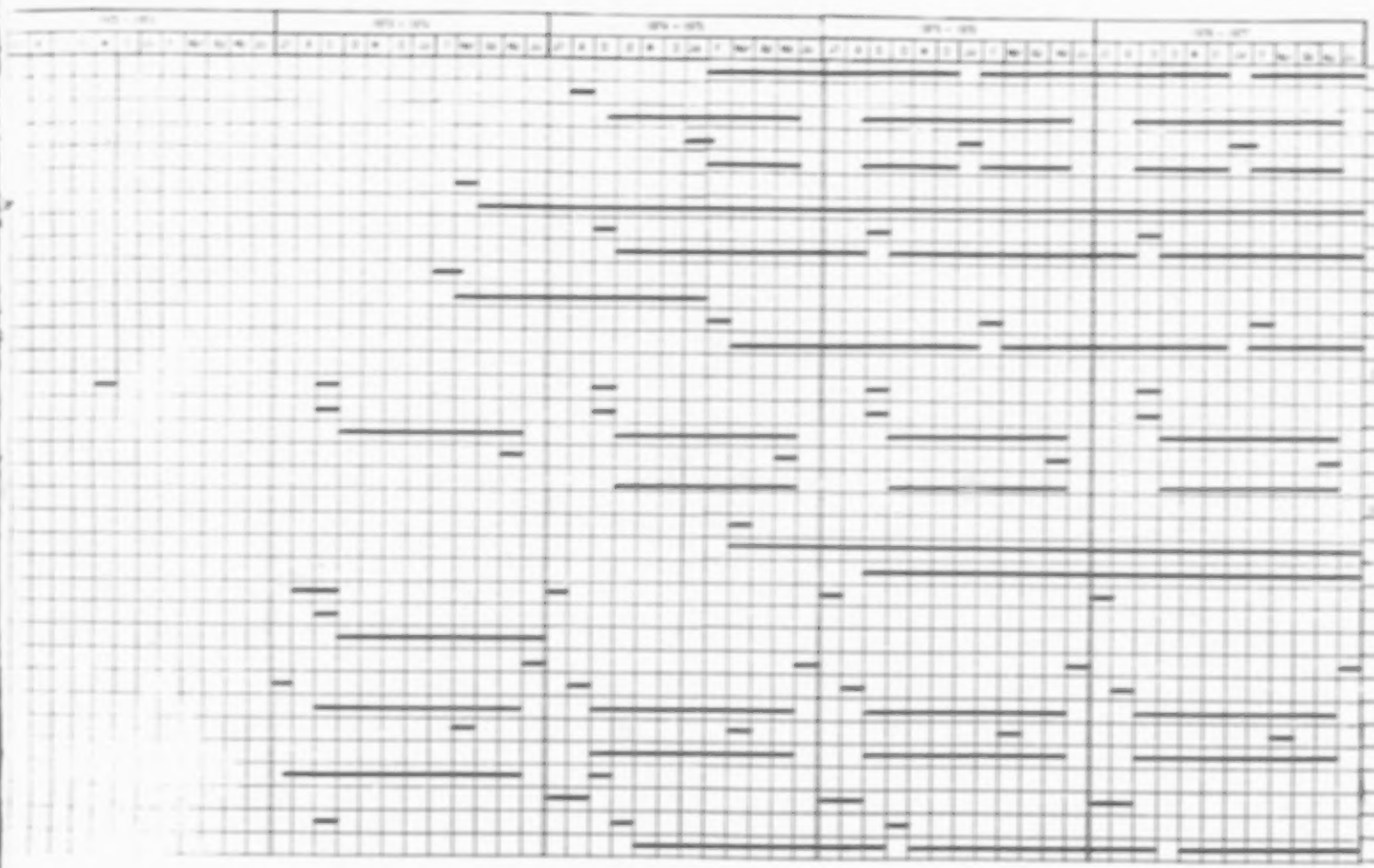
H SCHOOL


PERSONNEL INVOLVED
P - PARTICIPATES
C - CONDUCTS
S - SUPPORTS
GRADE LEVELS AFFECTED
PROGRAM PROCESSES
A. PERSONALIZED ASSESSMENT
1. Plan assessment program
2. Obtain needed materials
3. Train selected staff member
4. Prepare personalized procedure
5. Conduct parent planning
6. Conduct student planning
7. Assess students
8. Diagnose personalized--each student
9. Evaluate assessment program
10. Modify procedures
B. REGULAR CLASS ACTIVITY
1. Recruit 30 teachers to plan 24 electives
2. Employ 30 teachers to plan 9 weeks annually
3. Plan registration, prepare materials
4. Orient the use of 9 week modules
5. Implement new courses
6. Monitor course activity
7. Train staff in valued processes
8. Evaluate class activities
9. Plan changes in class offerings
10. Implement changes
11. Plan summer sessions
12. Operate summer session
13. Evaluate summer session
14. Plan basic Friday elective program
15. Obtain needed materials
16. Conduct Friday elective program
17. Evaluate Friday elective program
18. Assess production skills develop availability
19. Create plan to increase production skills develop
20. Implement production skills plan
21. Recruit tutorial aides
22. Train tutorial aides
23. Identify students needing tutoring
24. Implement tutoring services
25. Evaluate tutorial program
26. Modify tutorial program
27. Plan individualized learning center
28. Acquire learning center materials
29. Train selected staff in use of learning center
30. Operate individualized learning center
31. Evaluate ILC operation

IMPLEMENTATION SUPPORT LEVEL III A JR. HIGH SCH



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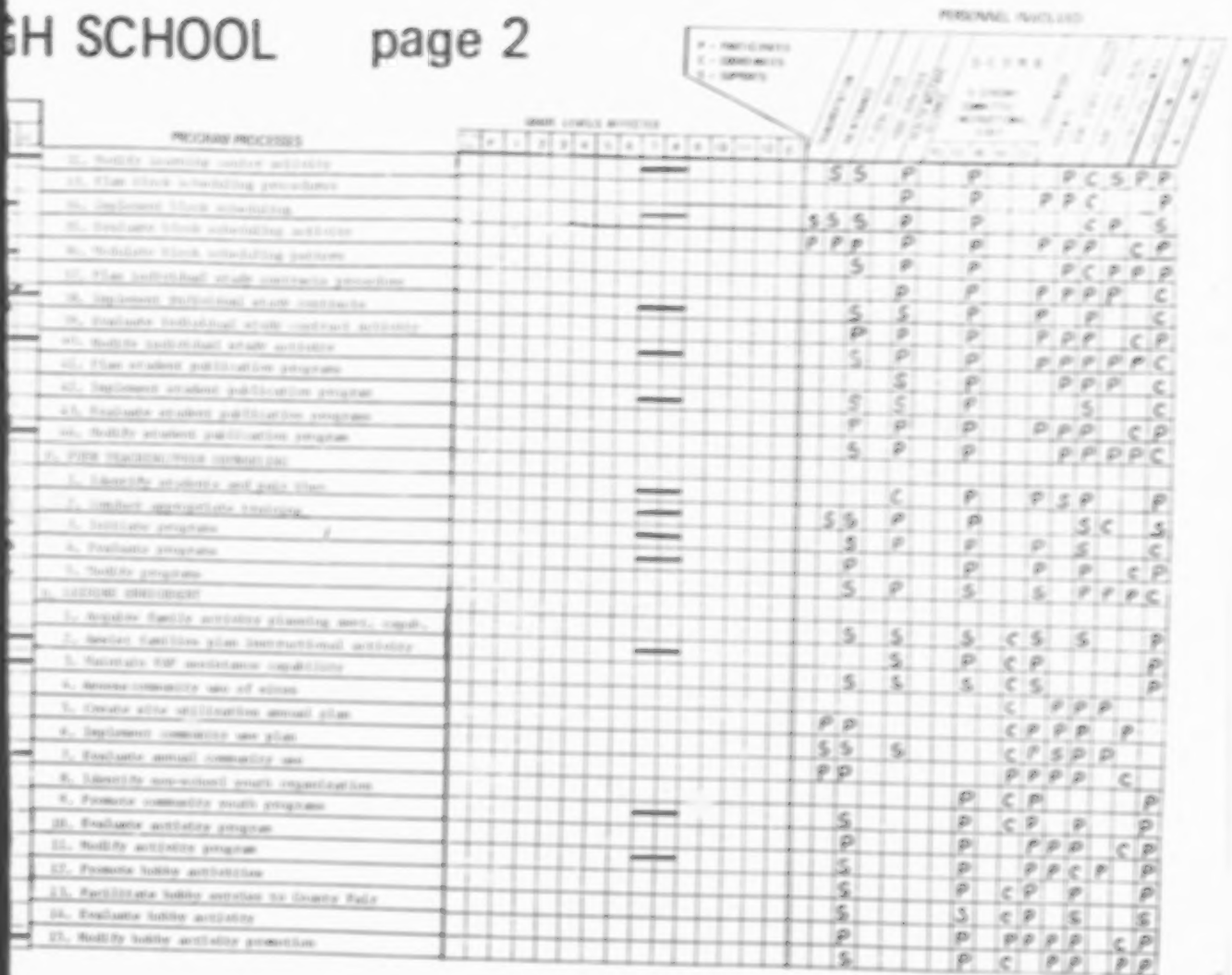
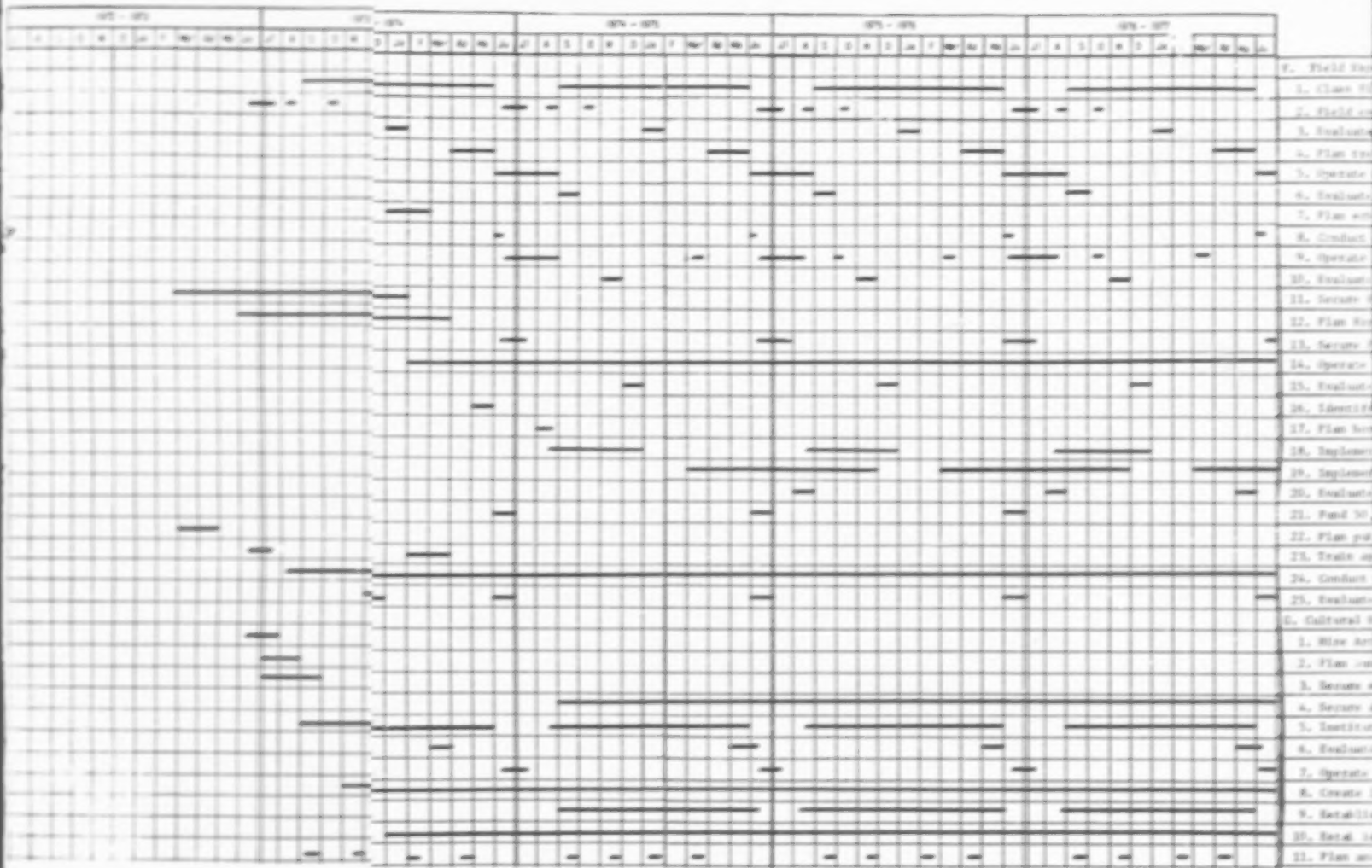
GH SCHOOL page 2



IMPLEMENTATION SUPPORT LEVEL III A JR. HIGH SC



HIGH SCHOOL page 3

PROGRAM PROCESSES	GRADE LEVELS AFFECTED	PERSONNEL INVOLVED
F. Field Experiences		
1. Class field experiences -- 4 annually	7	P S S S P P S P
2. Field experience training		S S P C P
3. Evaluate course field experiences		P P P P P P P C P
4. Plan trekking school		P P P P P C P P P P P
5. Operate trekking school	7	S S S S P C P S S
6. Evaluate trekking school	7	P P P P P P P S C S
7. Plan school camp program		P P S S P P P P C P
8. Conduct school camp training		S S S P S S S S C S
9. Operate school camps	7	S S S S P P S S C S S
10. Evaluate school camp program	7	P P P P P P P P P C P
11. Secure Forestry learning center site		P S P S C S S
12. Plan Forestry learning center operations		P P P P P P P P C P P
13. Secure WLC training		S P P P S S S C P
14. Operate forestry L.C.	7	S P P P P P C P P P P
15. Evaluate forestry L.C. program		P P P P P P P P P P C P
16. Identify garden plot sites		P C P
17. Plan horticulture learning center program		P P P P P P C
18. Implement fall garden activity		S S P P P S P C
19. Implement spring garden activity	7	P S P P C P
20. Evaluate horticultural L.C.	7	P P P P P P P P C P
21. Fund 50 summer school scholarships	7	P P P C P P P P P
22. Plan public service program		P P P C P P P P P
23. Train appropriate staff for P.S.P.		P P S S S C S
24. Conduct public service program	7	P S P C P S P S
25. Evaluate public service program		P P P P P P P C P
G. Cultural Enrichment Effort		
1. Hire Art teacher		S P C P P
2. Plan Junior High art program		P P C P
3. Secure standard instructional materials		P P P C P
4. Secure and use visiting artists in the school	7	P P C P P P S
5. Institute Jr. High art program	7	S S P P S C P
6. Evaluate Jr. High art program	7	P P P P P P C P
7. Operate a summer theater	7	P P P P P P S C S
8. Create library cultural centers - manuscript	7	P P S P P C
9. Establish and operate media literacy program	7	S P S P P C
10. Establish and use community learning network	7	P P C P S P P
11. Plan and conduct 4 cultural symposia annually	7	P P P P P P P C P

IMPLEMENTATION SUPPORT LEVEL III A

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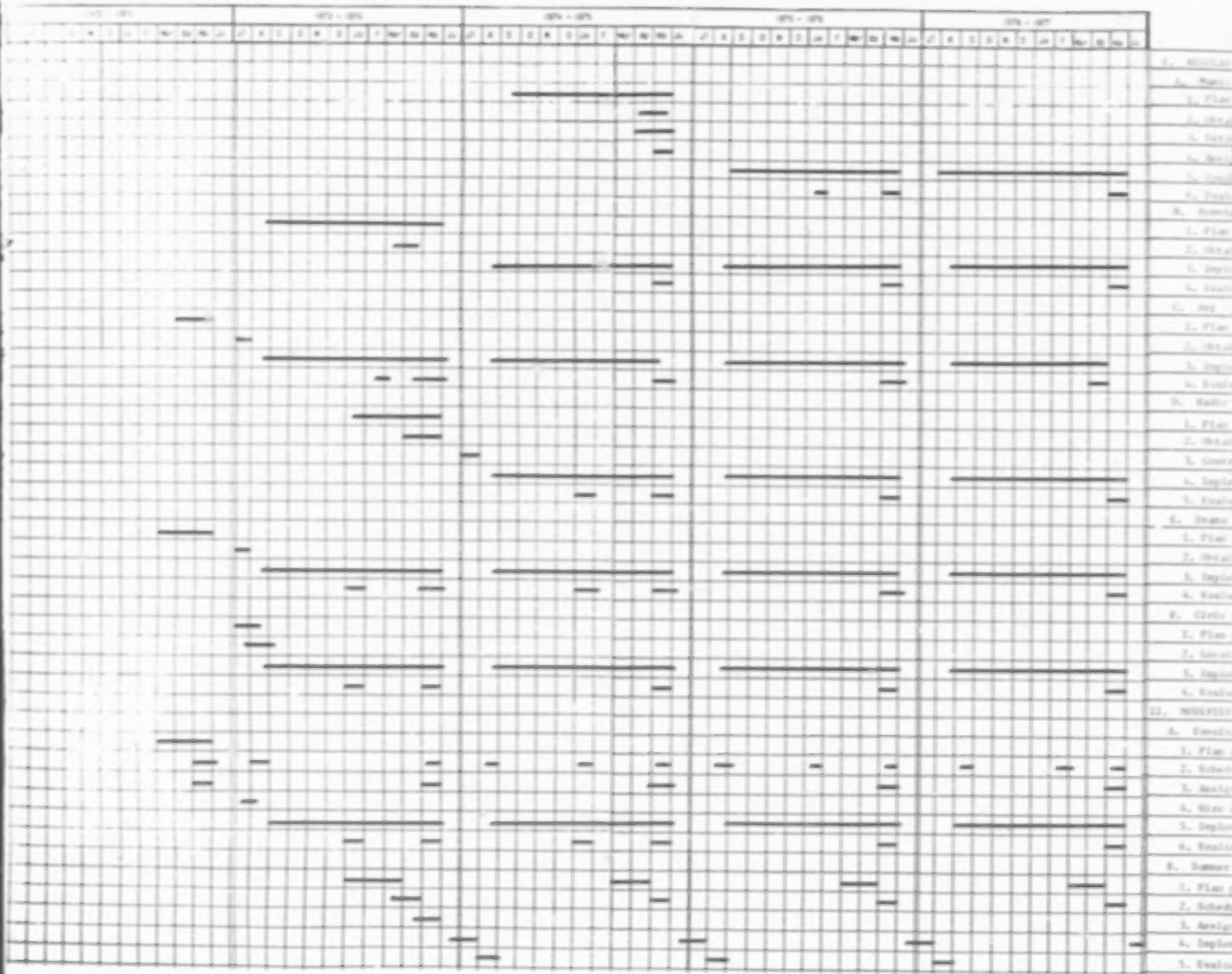
HIGH SCHOOL



CHOOL

84A

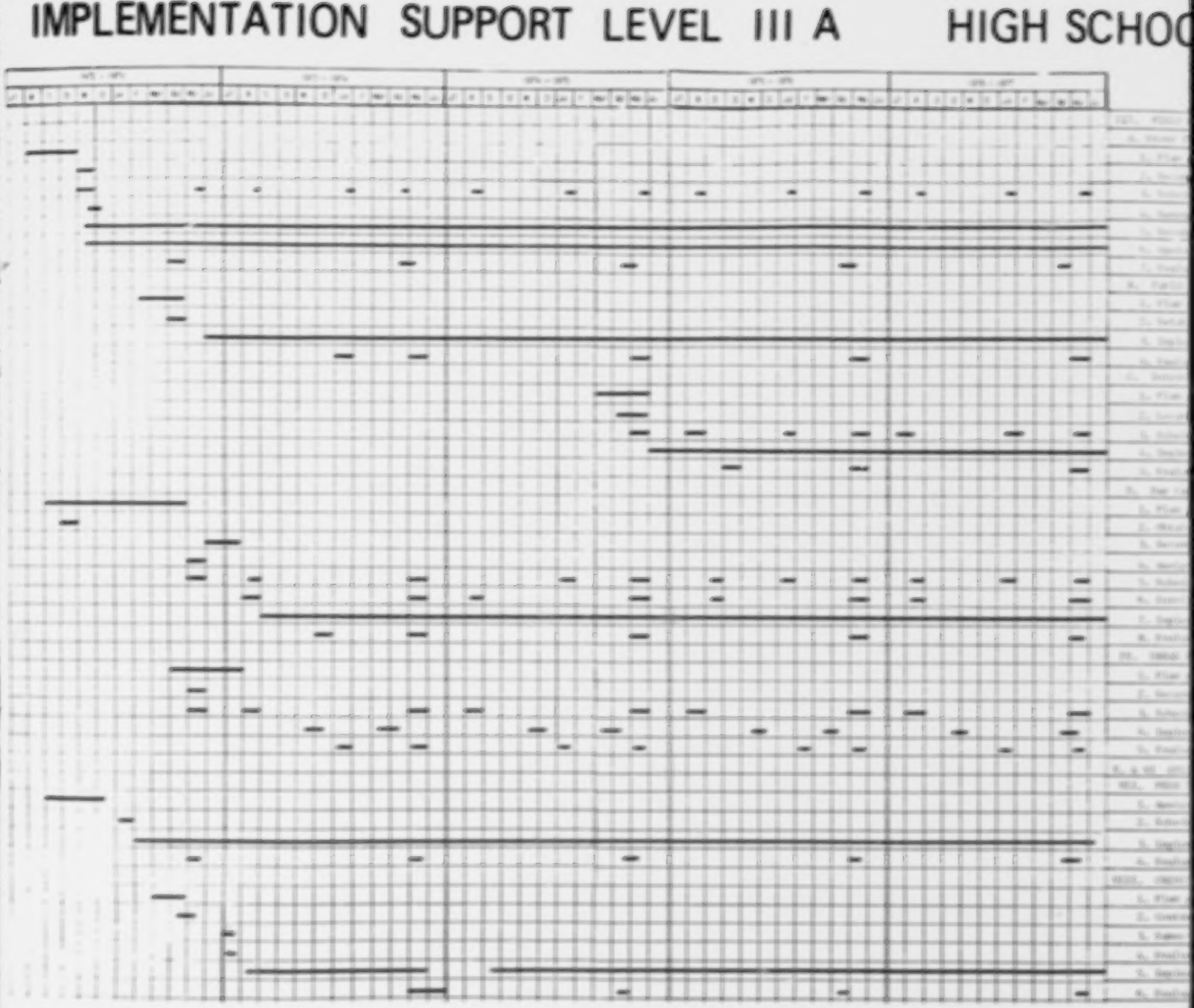
P – PARTICIPATES
C – DIRECTS
S – SUPPORTS

PERSONNEL INVOLVED

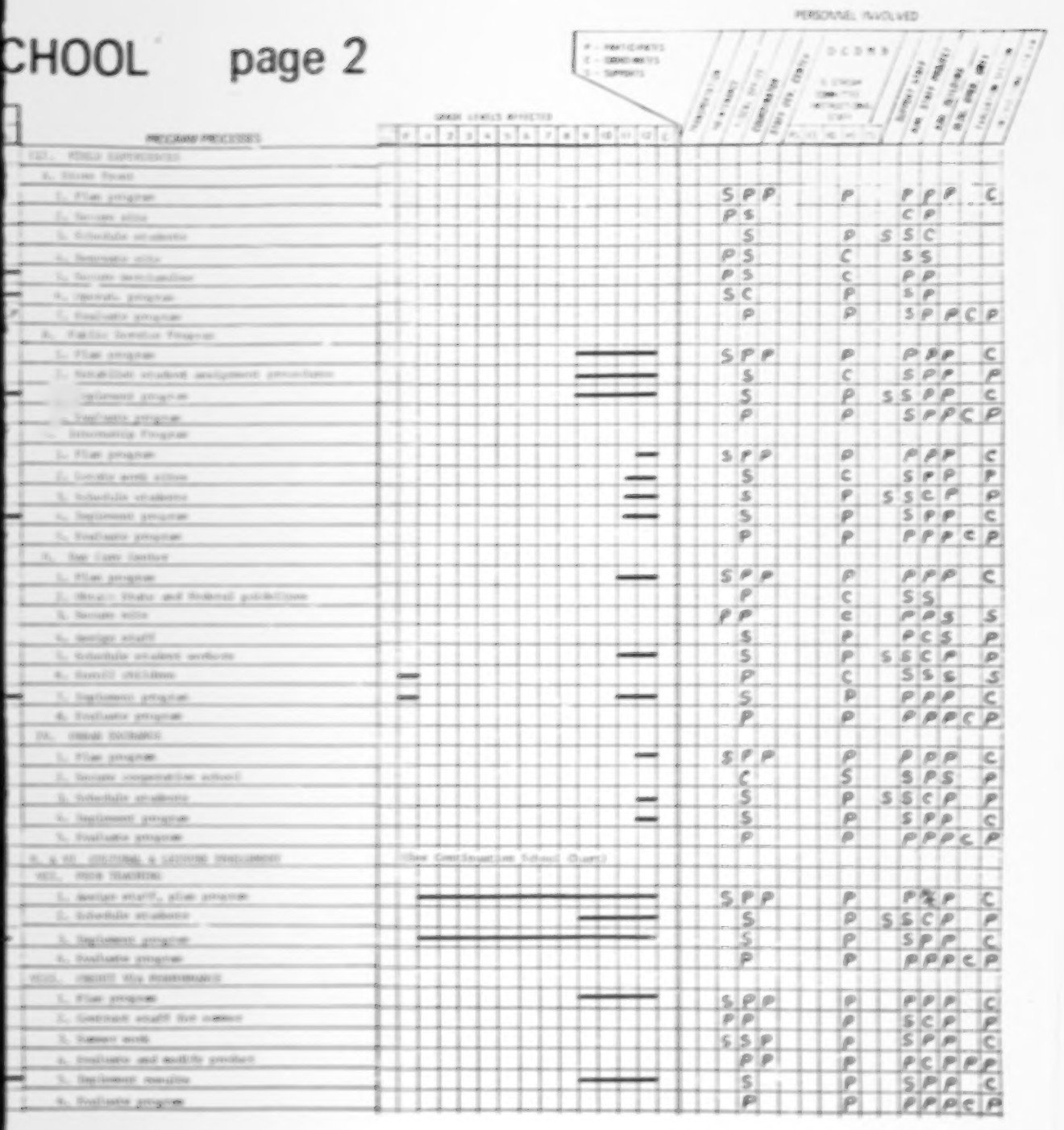
GRADE LEVELS AFFECTED

PROGRAM PROCESSES	P	K	1	2	3	4	5	6	7	8	9	10	11	12	C	TEACHERS IN GEN	TO BE TAUGHT	FISCAL OFFICER	COORDINATOR	STAFF DEV. OFFICER	DECISIONS	#1	#2	#3	#4	#5	CURRICULUM DIR.	SUPERVISORY STAFF	ADMIN. ASSISTANT - PROJECT	ADMINISTRATIVE HELPER	CLERK, SECRETARIAL STAFF	EVALUATION UNIT	INSTRUCTIONAL LEADER
I. REGULAR COURSES																																	
A. Music																																	
1. Plan program											—					S	P	P			P						P	P				C	
2. Obtain instruments																P	S				P					S	P	C				S	
3. Establish procedures											—						S				P							S	P			C	
4. Assign staff																					S						P	C				P	
5. Conduct program											—						S				P						S	P	P			C	
6. Evaluate program											—						P				P						S	P	S	C		P	
B. Foreign Language																																	
1. Plan program											—					S	P	P			P						S	P	P			C	
2. Obtain materials																P	S				S					S	P	C	S			S	
3. Implement program											—						S				P						S	P	P			C	
4. Evaluate program											—						P				P						S	P	S	C		P	
C. Art																																	
1. Plan program											—					S	P	P			P						P	P	P			C	
2. Obtain materials																P	S				P					S	S	C	P			P	
3. Implement program											—						S				P						S	P	P			C	
4. Evaluate program											—						P				P						S	P	P	C		P	
D. Radio Station																																	
1. Plan program												—				S	P	P			P						P	P	P			C	
2. Obtain equipment																P	P				P					S	S	C	P			P	
3. Contract w/ Tower																P	S				C						S	P	S			P	
4. Implement program												—					P				P						S	P	P			C	
5. Evaluate program																	P				P						S	P	P	C		P	
E. Drama																																	
1. Plan program											—					S	P	P			P						P	P	P			C	
2. Obtain materials																P	S				P					S	S	C	P			P	
3. Implement program											—						S				P						S	P	P			C	
4. Evaluate program											—						P				P						S	P	P	C		P	
F. Civic Education																																	
1. Plan program												—				S	P	P			P						P	P	P			C	
2. Locate resource people																	S				P					S	S	P	C			P	
3. Implement program												—				S	S				P						S	P	P			C	
4. Evaluate																	P				P						S	P	P	C		P	
II. MODIFIED SCHEDULE																																	
A. Evening Classes																																	
1. Plan program											—					S	P	P			P						P	P	P			C	
2. Schedule students											—										P					S	S	C	P			P	
3. Assign teachers																					S						P	C	S			P	
4. Hire support personnel																P	S				S						S	C	S			S	
5. Implement program											—					S	S				P						S	P	P			C	
6. Evaluate program											—						P				P						S	P	P	C		P	
B. Summer Program																																	
1. Plan program																S	P	P			P						P	P	P			C	
2. Schedule students											—										P					S	S	C	P			P	
3. Assign staff																					P						P	C	S			P	
4. Implement program											—					S	S				P						S	P	P			C	
5. Evaluate program																	P				P						S	P	P	C		P	

IMPLEMENTATION SUPPORT LEVEL III A HIGH SCHOO



CHOOL page 2


PERSONNEL INVOLVED
P - PARTICIPATES
C - COORDINATES
S - SUPPORTS
GRADE LEVELS AFFECTED
PROGRAM PROCESSES
I. PRIOR EXPERIENCES
II. Three Years
1. Plan program
2. Review alike
3. Schedule students
4. Determine skills
5. Secure materials/time
6. Operate program
7. Evaluate program
III. Public Service Program
1. Plan program
2. Establish student assignment procedures
3. Implement program
4. Evaluate program
IV. Internship Program
1. Plan program
2. Locate work sites
3. Schedule students
4. Implement program
5. Evaluate program
V. Day Care Center
1. Plan program
2. Obtain State and federal guidelines
3. Secure site
4. Assign staff
5. Schedule student workers
6. Enroll children
7. Implement program
8. Evaluate program
VI. Urban Exchange
1. Plan program
2. Secure cooperative school
3. Schedule students
4. Implement program
5. Evaluate program
VII. A CO-CURRICULAR & LEISURE ENRICHMENT
(See Continuation School Chart)
VIII. PEER TEACHING
1. Assign staff, plan program
2. Schedule students
3. Implement program
4. Evaluate program
IX. CREDIT BY EXAMINATION
1. Plan program
2. Contract staff for exams
3. Secure site
4. Evaluate and modify product
5. Implement results
6. Evaluate program

IMPLEMENTATION SUPPORT LEVEL III A

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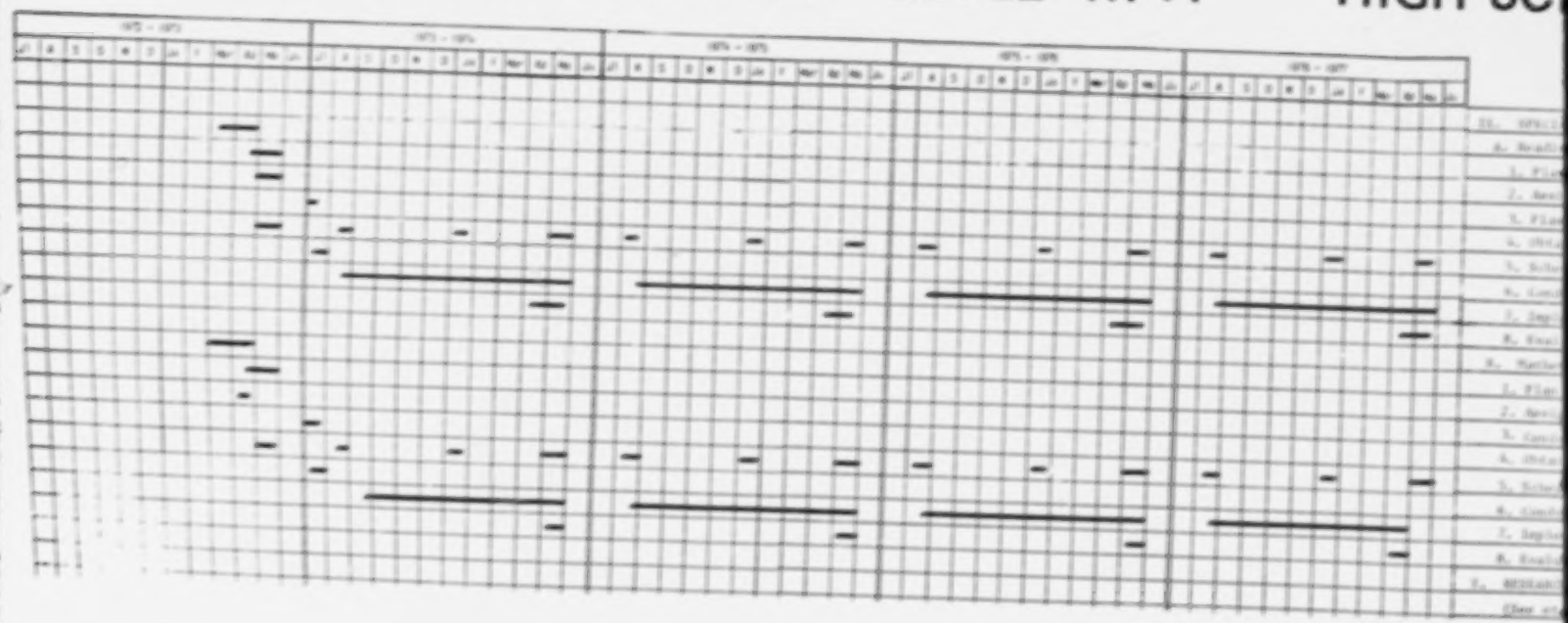
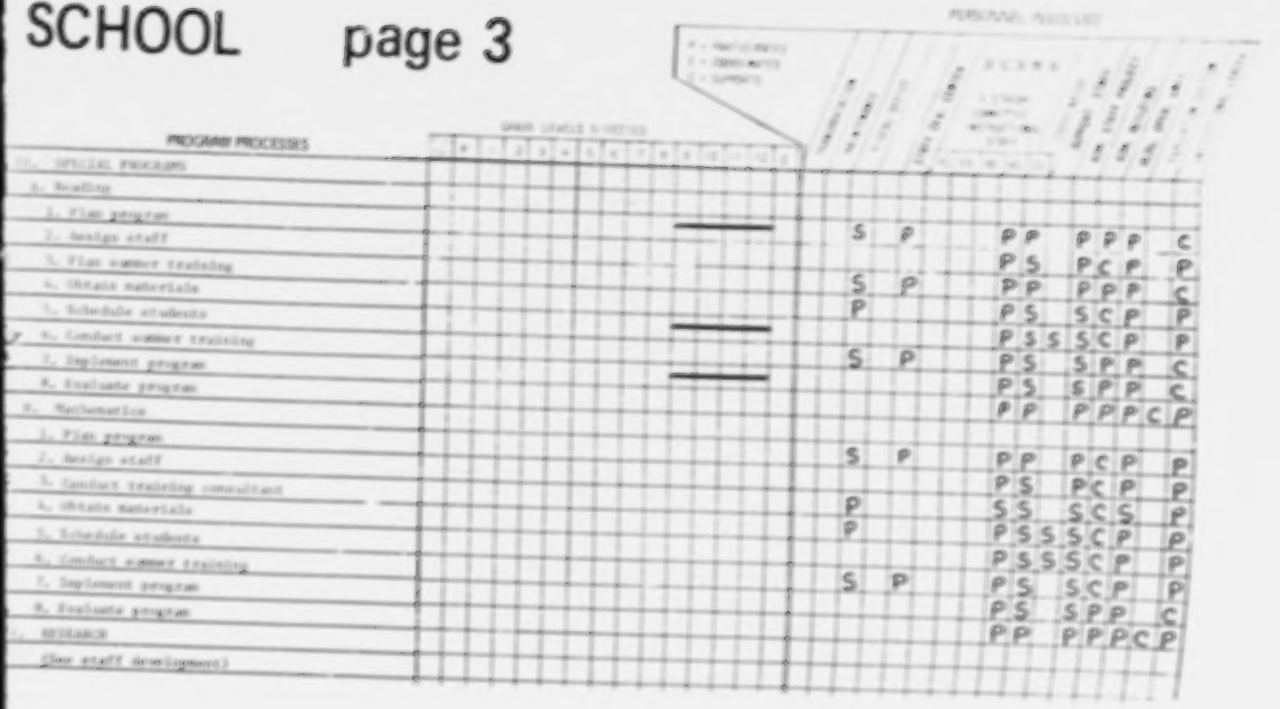
HIGH SC



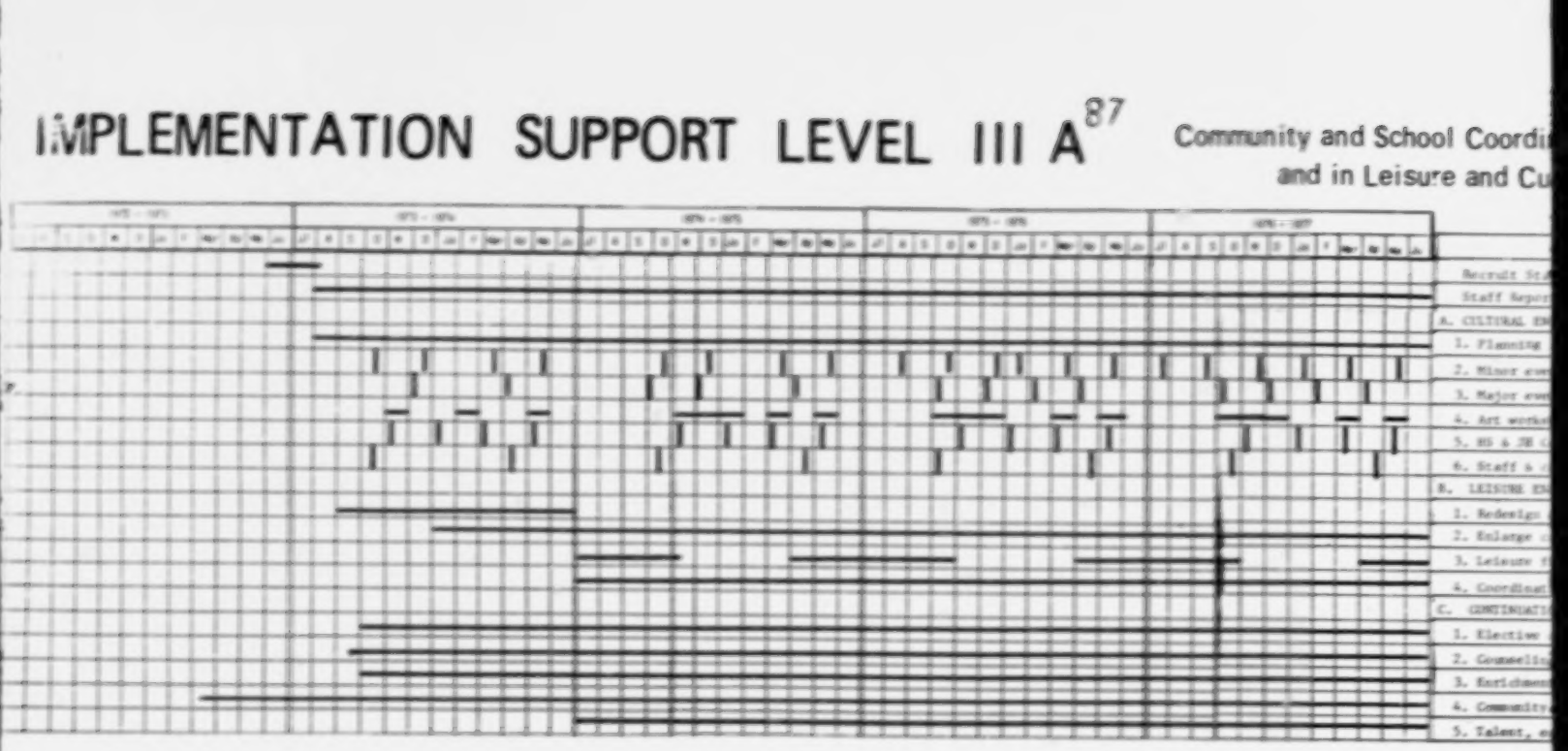
86 A

SCHOOL page 3

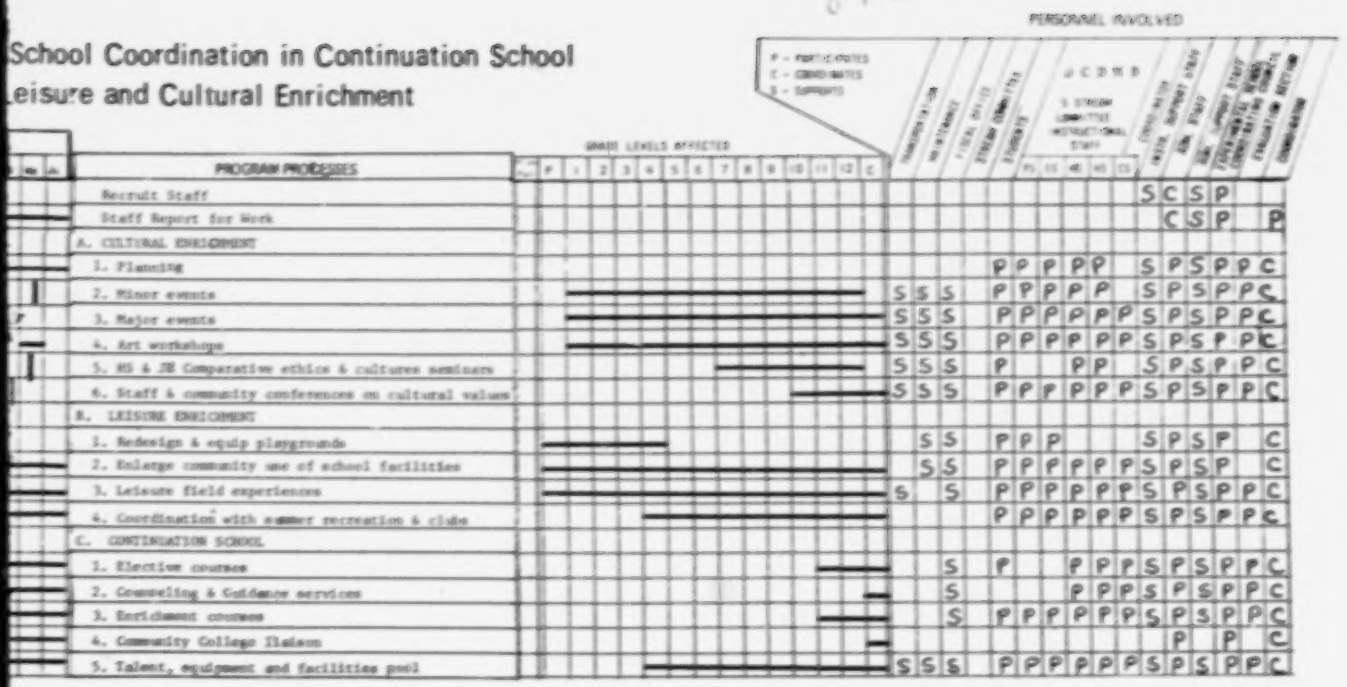


IMPLEMENTATION SUPPORT LEVEL III A[87]

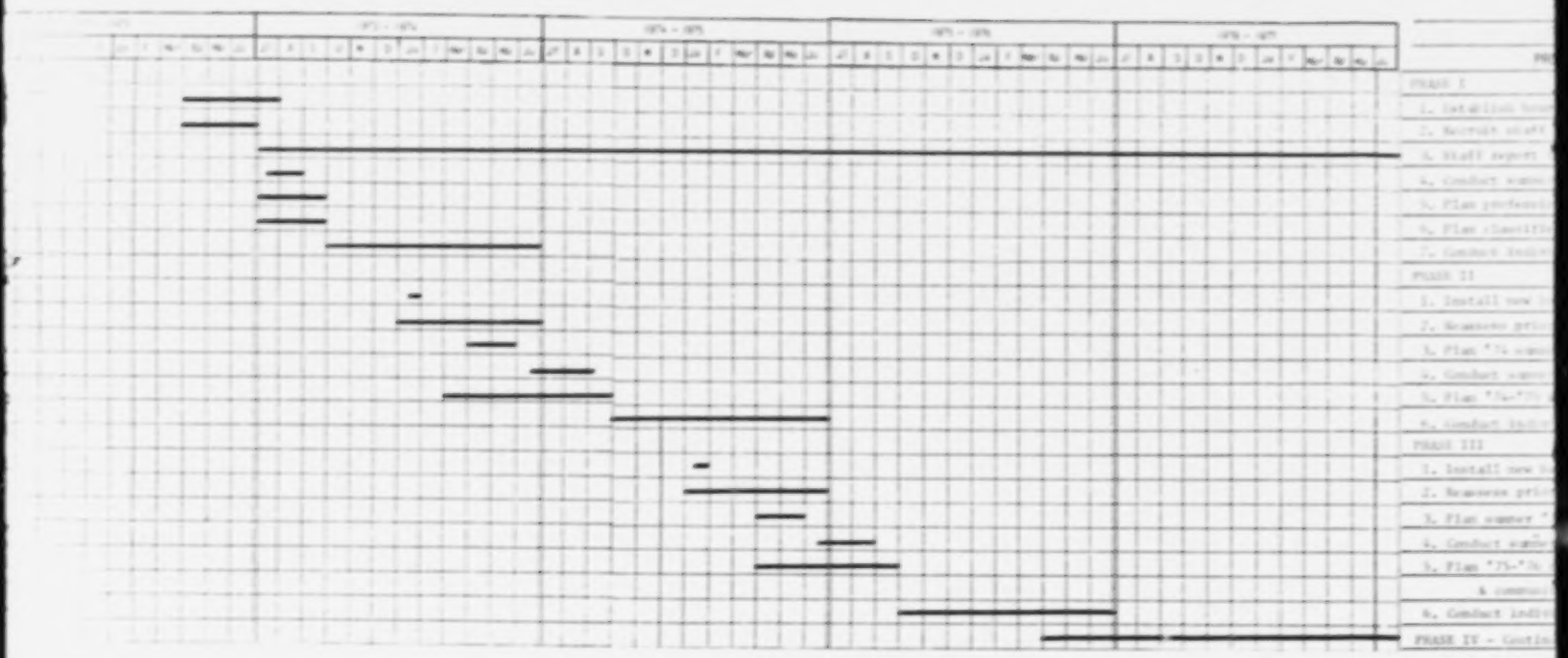
Community and School Coordi
and in Leisure and Cu



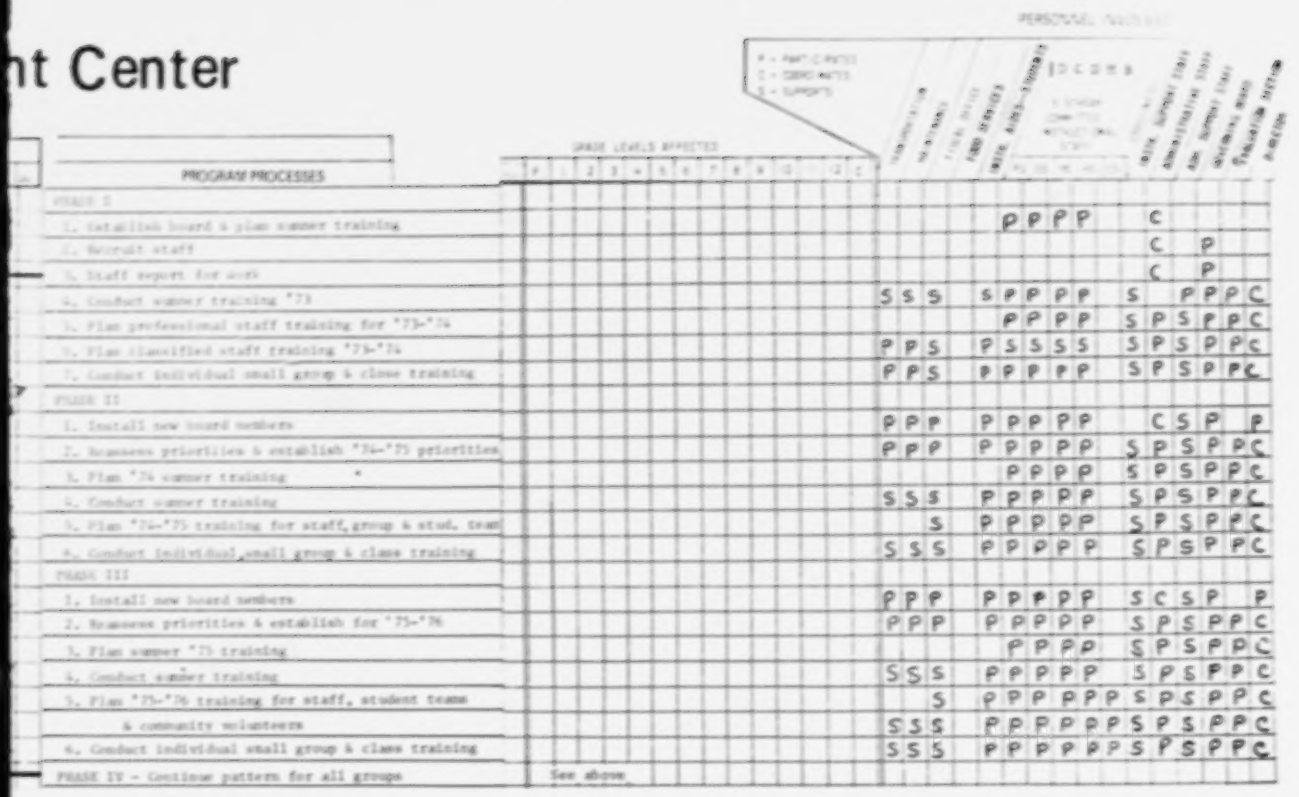
School Coordination in Continuation School
Leisure and Cultural Enrichment


PERSONNEL INVOLVED
P – PARTICIPATES
C – COORDINATES
S – SUPPORTS
GRADE LEVELS AFFECTED
PROGRAM PROCESSES
A. CULTURAL ENRICHMENT
1. Planning
2. Minor events
3. Major events
4. Art workshops
5. HS & JH Comparative ethics & cultures seminars
6. Staff & community conferences on cultural values
B. LEISURE ENRICHMENT
1. Redesign & equip playgrounds
2. Enlarge community use of school facilities
3. Leisure field experiences
4. Coordination with summer recreation & clubs
C. CONTINUATION SCHOOL
1. Elective courses
2. Counseling & Guidance services
3. Enrichment courses
4. Community College Liaison
5. Talent, equipment and facilities pool

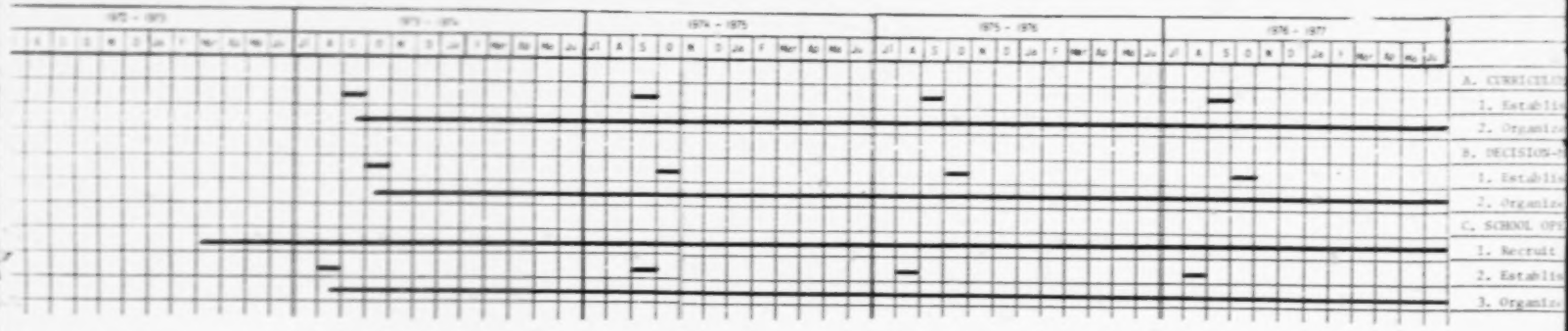
PLANNING SUPPORT LEVEL A - Staff Development Cente



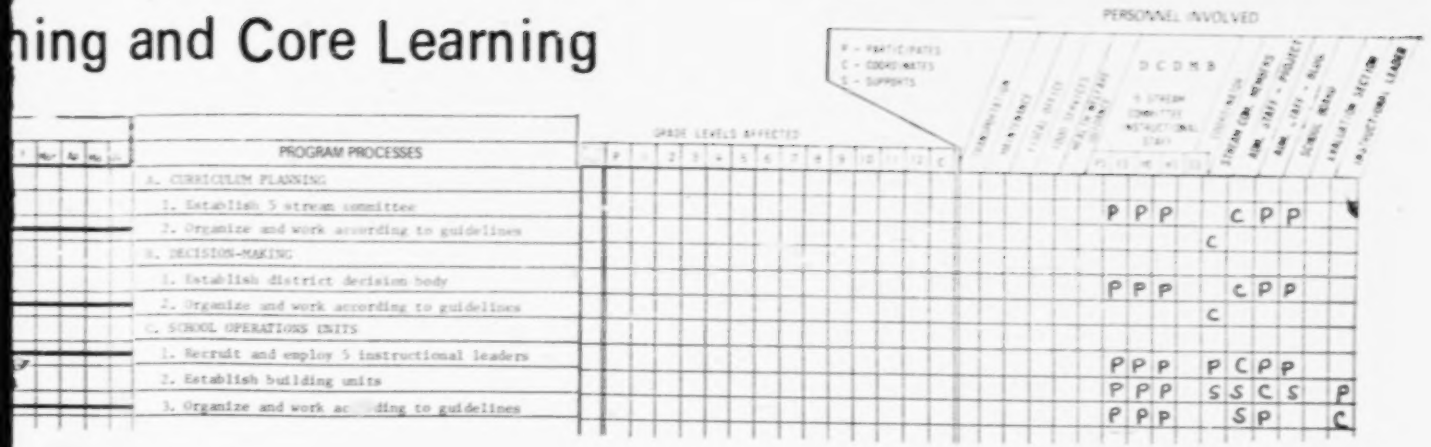
nt Center


P - PART OF PHASE
S - SUPPORTS
PERSONNEL INVOLVED
GRADE LEVELS AFFECTED
PROGRAM PROCESSES
PHASE I
1. Establish board & plan summer training
2. Recruit staff
3. Staff report for work
4. Conduct summer training '73
5. Plan professional staff training for '73-'74
6. Plan classified staff training '73-'74
7. Conduct individual small group & class training
PHASE II
1. Install new board members
2. Reassess priorities & establish '74-'75 priorities
3. Plan '74 summer training
4. Conduct summer training
5. Plan '74-'75 training for staff, group & stud. team
6. Conduct individual, small group & class training
PHASE III
1. Install new board members
2. Reassess priorities & establish for '75-'76
3. Plan summer '75 training
4. Conduct summer training
5. Plan '75-'76 training for staff, student teams & community volunteers
6. Conduct individual small group & class training
PHASE IV - Continue pattern for all groups
See above

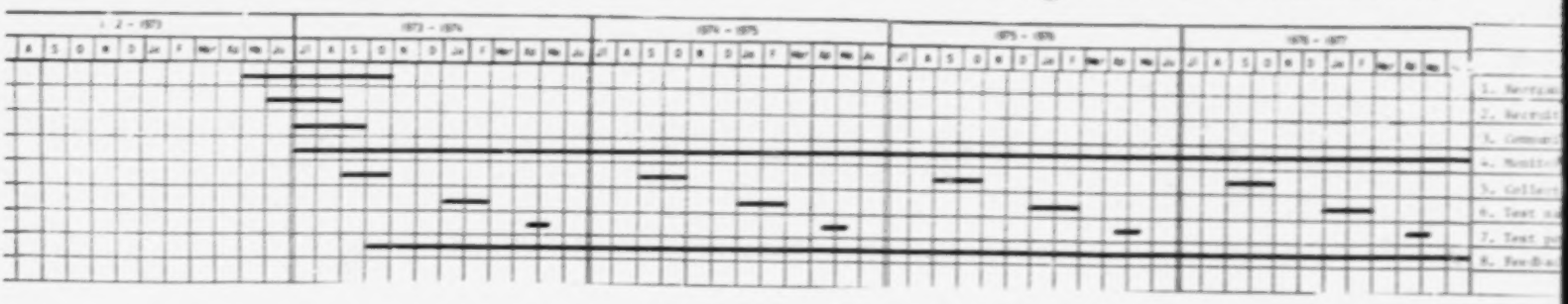
PLANNING SUPPORT LEVEL B - 89 Curriculum Planning and C



ning and Core Learning


PERSONNEL INVOLVED
P - PARTICIPATES
C - COORDINATES
S - SUPPORTS
GRADE LEVELS AFFECTED
PROGRAM PROCESSES
A. CURRICULUM PLANNING
1. Establish 5 stream committee
2. Organize and work according to guidelines
B. DECISION-MAKING
1. Establish district decision body
2. Organize and work according to guidelines
C. SCHOOL OPERATIONS UNITS
1. Recruit and employ 5 instructional leaders
2. Establish building units
3. Organize and work according to guidelines

PLANNING SUPPORT LEVEL C - Program Evaluation



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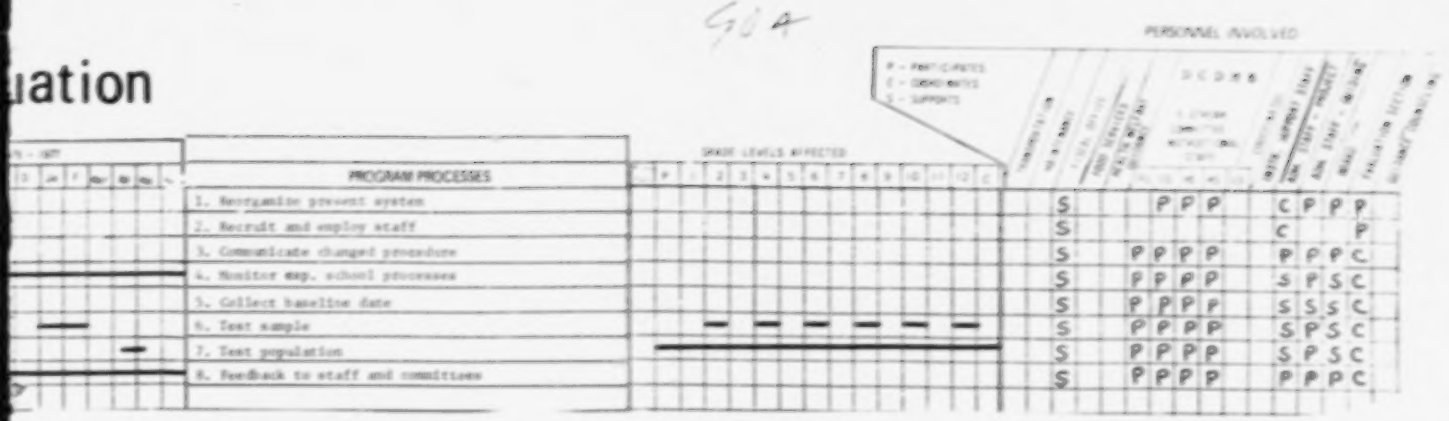
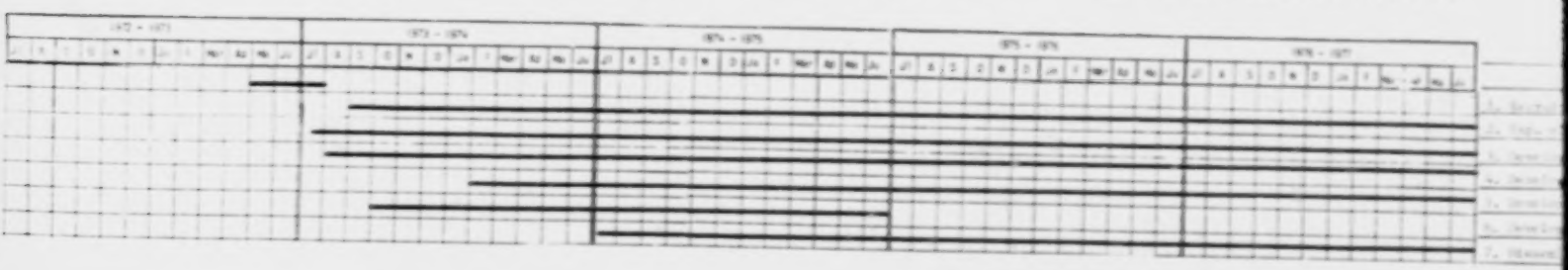

PERSONNEL INVOLVED
PROGRAM PROCESSES
1. Reorganize present system
2. Recruit and employ staff
3. Communicate changed procedure
4. Monitor exp. school processes
5. Collect baseline data
6. Test sample
7. Test population
8. Feedback to staff and committees

PLANNING SUPPORT LEVEL D - Dissemination



ination

PROGRAM PROCESSES	PERSONNEL INVOLVED
1. Recruit and orient staff	S C S P
2. Eng. school newsletter	S P P S P C
3. Develop registration pattern and implement	S P P P P P P S P C
4. Develop and install high school course	S P S P C S P
5. Develop and install radio broadcast	S P P C S P
6. Develop dissemination materials	S S P S S P C
7. Disseminate locally and nationally	S S P S S P C

PROJECT MANAGEMENT	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
100 Administration										
110 Salaries										
Director 2/5 salary	10,000		10,000		10,000		10,000			
Coordinator	16,300		5% 17,115		5% 17,971		5% 18,870			
Secretary	4,200		5% 4,410		5% 4,631		5% 4,863			
Bookkeeper	3,250		5% 3,413		5% 3,584		5% 3,763			
		33,750		34,938		36,186		37,496		-0-
120 Office Supplies & Postage	1,500		1,500		1,500		1,500			
145 Travel										
Director	2,500		2,500		2,500		2,500			
Coordinator	600		600		600		600			
190 Coordinating Council										
Meeting and Travel	1,500		1,500		1,500		1,500			
		6,100		6,100		6,100		6,100		-0-
600 Operation of Plant										
633 Telephone	800		800		10% 880		880			
690 Rent	2,400		2,400		2,400		2,400			
		3,200		3,200		3,280		3,280		-0-
800 Fixed Charges @ 14% of Salaries	4,725		4,991		2% 5,790		5,999			
852.2 Health Insurance not including Director @ 160/person	480		480		10% 528		528			
		5,205		5,371		6,318		6,527		
1278 Equipment										
1278.2 Non-Instructional										
Model 9500 Burroughs										
Bookkeeping Machine	8,500									
		8,500								
One 4-drawer file					80					
						80				
TOTAL		56,755		49,609		51,964		53,403		-0-

STAFF DEVELOPMENT	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
100 Administration										
110 Salaries										
Director	15,000		5% 15,750		5% 16,538		5% 17,365		5% 18,233	
Secretary	3,900		5% 4,095		5% 4,300		5% 4,515		½ 2,257	
		18,900		19,845		20,838		21,880		20,490
120 Office Supplies & Postage	1,200		1,200		1,200		800		800	
145 Travel										
Director	1,200		1,200		700		500		500	
190 Governing Board Expense	180		180		180		180		180	
		2,580		2,580		2,080		1,480		1,480
200 Instruction										
210 Tuition Reimbursement										
90 Staff Members enrolled in one 3-hour course	8,100		8,100		4,050		3,600		3,600	
200 days release time	4,800		4,800		2,400		1,200		600	
220 Teaching Supplies	3,000		3,000		2,000		800		800	
245 Travel										
Staff School Visits	2,400		2,400		1,000		1,000		1,000	
290 Other Expenses										
60 days Consultant Service	6,000		6,000		3,000		1,500		750	
Consultant Travel & Per Diem	2,000		2,000		1,000		1,000		500	
Contracted Services - Teaching Research - Spec. Ed.	5,000		5,000		2,500					
		31,300		31,300		15,950		9,100		7,250
600 Operation of Plant										
633 Telephone	600		600		10% 660		660		660	
		600		600		660		660		660
800 Fixed Charges @ 14% of Salaries	2,646		2,778		2% 3,340		3,501		3,277	
852.2 Health Insurance	320		320		10% 352		352		352	
		2,966		3,098		3,692		3,853		3,629
1278 Equipment										
1278.2 Non-Instructional										
1 IBM Electric Typewriter	480									
1 Secretarial Desk	225									
1 Filing Cabinet	80									
		785								
TOTAL		57,131		57,423		43,220		36,973		33,509

4. CURRICULUM PLANNING AND CORE LEARNING IMPLEMENTATION

	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
200 Instruction										
210 Salaries										
5 Instructional Leaders - 1 per school @ $13,000	65,000		5% 68,250		5% 71,663					
		65,000		68,250		71,663				
220 Supplies for Committees:										
1. District Curriculum	300		300		300		300			
2. 5 Stream Committees	300		300		300		300			
3. 5 Building Operations Units	400		400		400		400			
245 Travel for Instructional Leaders @ $300 each	1,500		1,500		1,500					
		2,500		2,500		2,500		1,000		-0-
800 Fixed Charges @ 14% of Salaries	9,100		9,555		2% 11,466					
852.2 Health Insurance	800		800		10% 880					
		9,900		10,355		12,346				
TOTAL		77,400		81,105		86,509		1,000		

PROGRAM EVALUATION	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
200 Instruction										
210 Salaries										
1 Evaluator	14,500		5% 15,225		5% 15,986		5% 16,785		5% 17,624	
1 Research Asst	7,500		5% 7,875		5% 8,269		5% 8,682			
1 Secretary	3,900		5% 4,095		5% 4,300		5% 4,515		5% 4,741	
		25,900		27,195		28,555		29,982		22,365
220 Supplies										
Office	1,000		1,000		1,000		1,000		500	
Evaluation @ $2/child	4,646		4,646		4,646		4,646		5,000	
245 Travel	600		600		600		600		450	
290 Other Expenses										
Test Service @ .50/student	1,162		1,162		1,162		1,162		1,200	
Computer Services	1,550		1,550		1,550		1,550		2,000	
		8,958		8,958		8,958		8,958		9,150
600 Operation of Plant										
633 Telephone	450		450		10% 495		495		500	
		450		450		495		495		500
800 Fixed Charges @ 14% of Salaries	3,626		3,807		2% 4,568		4,797		3,578	
852.2 Health Insurance	480		480		10% 528		528		352	
		4,106		4,287		5,096		5,325		3,930
1278 Equipment										
1278.2 Non-Instructional										
Calculator	1,350									
		1,350								
TOTAL		40,764		40,890		43,104		44,760		35,945

PROGRAM DISSEMINATION	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78
200 Instruction									
210 Salaries									
1 Disseminator	11,000		5% 11,550		5% 12,128		5% 12,734		
1 Secretary	3,900		5% 4,095		5% 4,300		5% 4,515		
		14,900		15,645		16,428		17,249	-0-
220 Office Supplies & Postage	1,500		1,500		1,500		1,500		
Printing & Paper	1,000		1,000		1,000		1,000		
245 Travel	500		500		500		500		
		3,000		3,000		3,000		3,000	-0-
600 Operation of Plant									
633 Telephone	450		450		10% 495		495		
		450		450		495		495	-0-
800 Fixed Charges @ 14% of Salaries	2,086		2,190		2% 2,628		2,760		
852.2 Health Insurance	320		320		10% 352		352		
		2,406		2,510		2,980		3,112	-0-
1278 Equipment									
1278.2 Non-Instructional									
1 IBM Electric Typewriter	480								
1 Filing Cabinet	80								
		560							
TOTAL		21,316		21,605		22,903		23,856	-0-

ELEMENTARY SCHOOL SUPPORT	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
200										
210 Salaries										
1 primary school coord. 12 mos	12,000		5% 12,600		5% 13,230		5% 13,892		5% 14,587	
11 tutorial aides, 10 mos @ $3200	35,200		5% 36,960		5% 38,808		29,635		-0-	
25 extended contracts for teachers - 4 wks @ $125/wk	12,500		12,500		12,500		12,500		3,705	
18 aides diff. staffing	57,600		5% 60,480		5% 63,504		29,63[illegible]		-0-	
1 media center aide	3,200		5% 3,360		5% 3,528		5% 3,704			
4 Special Educ. extended contracts for 1 wk @ $150/wk	600		600							
10 student teachers @ $900	9,000		9,000		9,000		9,000		-0-	
		130,100		135,500		140,570		98,366		18,292
220 Supplies										
Tutorial 126 students @ $5.92	746		746		350		350		-0-	
Friday Electives @ $6/student	6,150		6,150		6,150		6,150		-0-	
Learning centers for 25 classrooms @ $120 each	3,000		3,000		3,000		1,380		-0-	
Paper supplies and postage	700		700		700		700		200	
Music Supplied	555									
245 Coordinator Travel	500		500		500		500		500	
		11,651		11,096		10,700		9,080		700
500 Transportation										
Instructional Field Trips	9,000		9,000		9,000		9,000		9,000	
		9,000		9,000		9,000		9,000		9,000
600 Operation of Plant										
610 Custodial, 4 wks summer	450		474		500		525			
633 Telephone	300		300		10% 330		330		330	
		750		774		830		855		330
800 Fixed Charges @ 14% of Salaries	18,214		18,970		2% 22,491		16,331		3,519	
852.2 Health Insurance	3,360		3,360		10% 3,696		2,036		528	
		21,574		22,330		26,187		18,367		4,047
1278 Equipment										
1278.1 Instructional										
Learning Centers for 25 classrms & Media Cts @ $500 ea	12,500		12,500		7,500		500			
3 Keyboard Systems	9,100									
Pre-band Instruments	1,500									
		23,100		12,500		7,500		500		
TOTAL		196,175		191,200		194,787		136,168		32,369

JUNIOR HIGH SUPPORT	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
200 Instruction										
210 Salaries										
1 Art Teacher	9,000		5% 9,450		5% 9,923		5% 10,419		5% 10,940	
2 Tutorial Aides	6,400		5% 6,720		5% 7,056		5% 7,409		5% 7,779	
½ FTE Teacher for summer theater 6 wks @ $125	750		750		750		750		750	
10 Teachers summer course 4 wk extended contracts	10,000		10,000		6,500		4,000		-0-	
8 Outdoor Educ student assts. 2 wks @ $160 each	1,280		1,280		1,280		1,280		1,280	
4 Teachers 1 wk extended contracts - personalized assessment $150/wk	600		600							
2 Librarians 1 wk extended contract	300		300							
1 Teacher 1 month extended contract - forestry planning	1,000		1,000		1,000		1,000		1,000	
10 Teachers 4 wks summer			8,000		8,000		8,000		8,000	
		29,330		38,100		34,509		32,858		29,749
220 Teaching Supplies										
Tutorial 40 children @ $5.92 ea	240		240		80					
Art supplies 406 students @ $7.40 each	3,005		950		500		350		-0-	
9 wk electives @ $100 for 24 courses	2,400		2,400		900					
Friday electives @ $5/child	2,030		2,030		2,030		2,030		2,030	
Media Center	480									
Literary publications	1,000		1,000		800		800		800	
Outdoor Educ. - 50 children @ $35 each	1,750		1,750		1,750		1,750		1,750	
Camping for 50 children @ $20 ea	1,000		1,000		1,000		1,000		1,000	
Sum sch supplies @ $4 per stu	400		400		400		400		400	
290 Other Expenses										
4-H and OMSI scholarships for 50 children @ $35 each	1,750		1,750		1,750		1,750		1,750	
		14,055		11,520		9,210		8,080		7,730

JUNIOR HIGH SUPPORT (cont)	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
500 Transportation										
80 field trips of 30 mi ea @ $15	1,200		1,200		1,200		1,200		1,200	
		1,200		1,200		1,200		1,200		1,200
800 Fixed Charges @ 14% of Salaries	4,106		4,214		2% 4,241		3,977		3,480	
852.2 Health Insurance	640		640		10% 704		704		704	
		4,746		4,854		4,945		4,681		4,184
1278 Equipment										
1278.1 Instructional - 2 schools										
2 ceramic kilns	1,200									
2 paper cutters	120									
4 portable cabinets	300									
18 small looms	480									
40 easels	600									
assorted hand tools	200									
4 propane torch kits	40									
10 soldering irons	50									
10 instamatic cameras	300									
2 photo enlargers	140									
2 media centers	1,000									
2 rock cutters	300									
6 rock tumblers	480									
10 rock polishers	600									
		5,810								
TOTAL		55,141		55,674		49,864		46,819		42,863

100

HIGH SCHOOL SUPPORT	1973-74	1974-75	1975-76	1976-77	District Budget 1977-78
200					
210 4 extended contracts civic educ planning, 2 wks	1,920	960			
1 extended contract store front, 10 wks	2,400	2,520	2,646	2,778	2,917
1 extra duty store front	600	630	662	695	730
2 peer teaching extra duty	800	840	882	923	969
25 extended contracts summer performance planning	12,000	6,300	6,300		
8 extended contracts reading and math planning	1,920				
1 special ed teacher-counselor	9,200	5% 9,660	5% 10,143	5% 10,650	5% 11,183
½ sec. evening (mod. sch.)	2,200	5% 2,310	5% 2,425	5% 2,546	5% 2,673
8 extended contracts 6 wks summer school		11,420	5% 11,990	4 extra tchrs 18,885	5% 19,829
		31,040	34,640	35,048	36,477	38,301
220 Supplies					
Foreign language	300				
Art	1,645				
Drama	2,500	1,000	500		
Day Care	2,000				
Urban Exchange	600	1,000	1,000	1,000	
Peer Teaching	500	200	100		
Credit via perfor. eval. etc.	500	500			
Special reading	250				
Special math	300				
Forestry & Horticulture center	350				
		8,940	2,700	1,600	1,000	
245 Travel					
Store front	200	200	200	200	200	
		200	200	200	200	200
290 Other Expenses					
Contracted Services radio	2,500	2,500	2,500	2,500	2,500
Contracted tape service radio	2,000	2,000	2,000	2,000	2,000
Contracted Services for music	1,800	1,800	1,800	1,800	1,800
Career Ed. Resource personnel	1,500	1,500	1,500	1,500	1,500
		7,800	7,800	7,800	7,800	7,800

HIGH SCHOOL SUPPORT (cont)	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
500 Transportation										
Evening classes (modified sched.)	7,200		7,200		7,200		7,200		7,200	
Summer program	1,200		1,200		1,200		1,800		1,800	
Payments in lieu of trans	750		750		750		750		750	
Urban exchange 4 RT Portland	800		1,600		1,600		1,600		1,600	
		9,950		10,750		10,750		11,350		11,350
600 Operation of Plant										
610 1 night summer custodian	5,400		5% 5,670		5% 5,983		5% 6,250		5% 6,563	
690 Store front rent	1,980		2,040		2,040		2,160			
Day Care rent	2,400		2,400							
		9,780		10,110		8,023		8,410		6,563
800 Fixed Charges @ 14% of Salaries	5,186		5,643		2% 6,565		6,836		7,178	
852.2 Health Insurance	480		480		10% 528		528		528	
		5,666		6,123		7,093		7,364		7,706
1278 Equipment										
1278.1 Instructional										
Art	6,000									
Radio	2,500									
Music			700		200		100			
Tools (forestry center)	450									
Greenhouse domes	1,000									
		9,950		700		200		100		
TOTAL		83,326		73,023		70,714		72,701		71,920

COMMUNITY COORDINATION AND CULTURAL AND LEISURE ENRICHMENT	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
100 Administration										
110 Salaries										
Coordinator	15,000		5% 15,750		5% 16,538		5% 17,365		½ 9,112	
Secretary	3,900		5% 4,095		5% 4,300		5% 4,515		2,257	
		18,900		19,845		20,838		21,880		11,369
120 Office Supplies & Postage	1,000		1,000		1,000		1,000			
145 Travel	1,200		1,200		1,200		1,200			
		2,200		2,200		2,200		2,200		
200 Instruction										
210 33 Outdoor Educ student assts 2 wks summer @ $160 each			5,280		5,280		5,280			
½ FTE adult counselor	7,000		5% 7,350		5% 7,718		5% 8,104			
		7,000		12,630		12,998		13,384		
250 Cultural Enrichment										
4 minor cultural events per 5 schools/yr @ $150	3,000		3,000		4,500		4,500		4,500	
2 major cultural events/yr	2,000		3,000		2,000					
3 art workshops/yr	750		1,250		1,250		1,250		1,250	
4 jr high symposiums/yr	2,000		2,000		2,000		2,000		2,000	
4 hi school symposiums/yr	2,000		2,000		2,000		2,000		2,000	
2 staff and community conferences/yr	1,000		1,000		1,000		1,000		1,000	
		10,750		12,250		12,750		10,750		10,750
260 Leisure Enrichment										
Camping and trekking expenses for 200 children @ $20/chd			4,000		4,000		4,000		4,000	
				4,000		4,000		4,000		4,000
270 Continuation School										
15 courses for 300 @ $300 less $900 receipts	3,600									
		3,600								
30 courses for 600 @ $300 less $3600 receipts			5,400							
				5,400						

COMMUNITY COORDINATION AND CULTURAL AND LEISURE ENRICHMENT (cont)	1973-74	1974-75	1975-76	1976-77	District Budget 1977-78
270 Continuation School (cont)					
45 courses for 900 @ $300 less $8100 receipts			5,400	5,400	
45 courses for 900 @ $300 less $10,800 receipts				2,700	2,700
45 courses for 900 @ $300 less $13,500 receipts					-0-
500 Transportation					
30 round trips 100/mi each	2,000	2,000	2,000	2,000	2,000
	2,000	2,000	2,000	2,000	2,000
600 Operation of Plant					
633 Telephone	500	500	10% 550	550	225
	500	500	550	550	225
800 Fixed Charges @ 14% of Salaries	3,626	4,687	2% 5,414	5,642	1,819
852.2 Health Insurance	400	400	10% 440	440	220
	4,026	5,087	5,854	6,082	2,039
1278 Equipment					
1278.2 Non-Instructional					
1 filing cabinet	80				
	80				
TOTAL	49,056	63,912	66,590	63,546	30,383

SUMMARY OF COMPONENTS	1973-74		1974-75		1975-76		1976-77		District Budget 1977-78	
100 Administration										
110 Salaries	71,550		74,628		77,862		81,256		31,859	
120 Office Supplie & Postage	3,700		3,700		3,700		3,300		800	
145 Travel	5,500		5,500		4,900		4,800		500	
190 Other Expenses	1,680		1,680		1,680		1,680		180	
		82,430		85,508		88,142		91,036		33,339
200 Instruction										
210 Salaries	316,170		344,860		346,221		233,116		112,907	
220 Supplies	44,542		35,212		30,406		25,856		12,480	
245 Travel	5,700		5,700		4,300		2,800		2,150	
250 Cultural Enrichment	10,750		12,250		12,750		10,750		10,750	
260 Leisure Enrichment			4,000		4,000		4,000		4,000	
270 Continuation School	3,600		5,400		5,600		2,700			
290 Other Expenses	25,262		25,262		18,762		14,762		14,000	
		406,024		432,684		421,839		293,984		156,287
500 Transportation	22,150		22,950		22,950		23,550		23,550	
		22,150		22,950		22,950		23,550		23,550
600 Operation of Plant										
610 Custodial	5,850		6,144		6,483		6,775		6,563	
633 Telephone	3,100		3,100		3,410		3,410		1,715	
690 Rent	6,780		6,840		4,440		4,360			
		15,730		16,084		14,333		14,545		8,278
800 Fixed Charges	53,287		56,735		66,503		49,843		22,851	
852.7 Health Insurance	7,280		7,280		8,008		5,468		2,884	
		60,567		64,015		74,511		55,311		25,735
1278 Equipment										
1278.1 Instructional	38,860		13,200		7,700		600			
1278.2 Non-instructional	11,275				80					
		50,135		13,200		7,780		600		
TOTAL		637,036		634,641		629,753		479,226		246,989

Phase Out Strategies

The ability of the South Umpqua School District to phase out of the experimental schools project in 1976-77, while at the same time continuing to support the key institutional changes created by five years of educational change during 1977-78 and subsequent years, is based primarily on three basic fiscal situations.

1. Lowered fiscal requirements--planning and initial implementation costs are significantly higher than operational and maintenance costs.
2. Increased support by our state government of local educational activities.
3. Reallocated support from present resources.

There are, additionally, some other fiscal activities which we will apply that will create minor support for cultural and leisure enrichment activities.

Lowered Fiscal Requirements

Many of the curricular efforts and the instructional processes which make up the lion's share of experimental schools activity for the next four school years involve complex planning activity and staff training to implement. For example, the experimental schools project will in effect create a system-wide diversified staffing arrangement utilizing teachers, interns, practice teachers, instructional aides, student peer teachers, and parent and patron volunteers. Each type of instructional person will have to be both trained and supervised closely to ensure quality educational programs. Our teachers will have to learn how to train practice teachers; how to enhance children's learning with instructional aides, and with adult classroom volunteers. Most importantly, our entire staff must learn *how* to organize themselves to continue to train new people who join our instructional program. It is costly to teach ourselves to teach ourselves, but once we as a staff have learned how to do this, our training costs will be approximately the cost of the instructional materials and devices for the learning involved.

There are a number of reducible costs which are uniquely due to the "project" nature of the activity. These reducible costs will be phased out in 1977-78.

To continue the changes instituted with experimental schools funds during 1977-78 will require a total of $246,98%.

Increased State Support

During the past several years the state of Oregon's support of public school education has dwindled from 45% of local school costs in 1963 to 19% of local school costs during 1972-73.

In Oregon all local funds are levied from real property, consequently, dramatic rises in property taxes have occurred in Oregon. This rise is even more dramatic when the proliferating number of special use districts are included in this reckoning, for they too under Oregon law exist fiscally on the property tax provision.

The resulting increase in property taxes created by the rising need for services and by declining state assistance, coupled with insistent emigration to our district and to Oregon in general has pushed Oregon voters to the point of tax revolt. Additionally, the last election returns pushed significant numbers of experienced

state legislators to the brink of political defeat and enough of those old-time solons met defeat in the polls to destroy the conservative coalition which had authorized the fiscal policies creating the plan. In short, the people have spoken.

Our governor has submitted a school finance plan to our state legislature which would increase our district's state support from our present $390 per student to $900 per student for 1973-74. The plan includes an inflationary cost index system. The opposing political party has gone on record favoring the governor's plan, and that party has assumed control of the legislature for the first time in several years. The opposition minority party has also submitted a plan to increase state support. In our best judgment, dramatic increases in state support and a dramatic change in the way our state finances our school will occur before 1974-75.

To continue the changes implemented will cost $246,989 during 1977-78. If continuation were to be based solely on increased state aid to local schools, our district's past history of school support above and beyond the average effort of most other districts in our state and in adjoining counties would make continuation certain. Since the experimental schools costs will indeed decrease after 1977, and since other accommodations such as self-supporting activities, fee charges, local foundation support for cultural programs, and increased community involvement in the education of the young all will reduce public costs while maintaining quality effort, we see no difficulty with the anticipated continuation effort.

In some ways the present state plans to increase support of education through state income tax, rather than through property tax offer the possibility of even more fiscal support than we have discussed. One provision of the most popular plan (the governor/dominant party plan) will provide an additional $300 per student if the local school district will levy $2 per $1,000 of assessed valuation. As one of the state's poorest districts, we obviously will benefit from any increase in state financial support--and so will our ability to provide continuation funds.

APPENDIX
WALK THROUGH

WAYNE

Wayne, age 7 is new to the area from Seattle, arriving here a few days before the beginning of the 1973-74 school year. His mother telephones Myrtle Creek Elementary School to inquire about entering Wayne in second grade. The school secretary answers questions and schedules an appointment with the principal, allowing sufficient time to receive Wayne's 1st year record from Henderson Elementary School. Reviewing the record, the principal finds that Wayne is in good health with no handicapping visual or hearing problems, that he made satisfactory progress in all basic skills areas, that his I.Q. is 109, but that his former teacher was concerned about Wayne's program, and the principal decides to place him in one of the self-contained classrooms which is initiating the diagnostic-prescriptive sequence of instruction. He schedules a conference involving himself, Wayne's mother, and Wayne's teacher. On the third day of the school year after Wayne's teacher has had an opportunity to administer the Fountain Valley Diagnostic Reading Inventory, the Base Math Prescriptive Inventory, and criterion-referenced instruments on behavioral and social skills, the scheduled conference is held with Wayne's mother. Wayne's record and the results of the recent assessments are discussed at length. His mother states the feeling that Wayne had neither made the kind of progress in reading nor in being able to get along with other children that his parents had expected from his first year in school. The former is borne out by the ... Diagnostic Reading Inventory and the latter by the teacher's observations in the classroom and on the playground. However, Wayne has apparently made progress in independent behavior, because according to the teacher's observations Wayne works well independently, staying with a task until it is completed and pursuing his own interests with quiet purpose.

As a result of the conference Wayne's mother and his teacher agree to conference again in three weeks and assess Wayne's progress in the following program:

* Concentrate on 16 specific reading objectives in the Harper-Row hierarchy, nine of which are in sequence from number 68-77 and seven for which Wayne will receive special tutoring.

* Emphasize basic math program--21 unit objectives--with two 30 minute enrichment periods per week in the media center, math games area. Wayne demonstrates better than average proficiency in math.

* Work with content reading each day in From Fins to Feathers in a listening, viewing, or content learning center of his choice--five reading improvement objectives, 35 vocabulary words, and seven contractions.

* Join a social living group for social studies and art, emphasizing cooperative work on two large projects with small individual parts--5 sharing objectives, 5 language experience objectives, and 5 art objectives.

* Participate in class-size P.E. group concentrating on three running skills, four balance and jumping skills, and one social skill.

* Choose a two and one half hour elective for each Friday afternoon.

* Participate in four music classes each week emphasizing the basic elements of music--two rhythm, two melody, three harmony objectives.

After three weeks at the next conference with Wayne's mother, Wayne's progress showed that he was able to demonstrate:

* Mastery of all reading objectives specified for him and that tutoring only lasted for one and a half weeks.

* All except two math objectives achieved.

* The development of a real scientific interest in animals--he elected science for his content reading area and met the five reading objectives, learned 42 new vocabulary words and the seven contractions.

* Easy cooperation with other children and a talent for paper mache' art work.

* Difficulty in running and balancing effectively, being prone to trip over his own feet because he is extremely pigeon-toed.

* A good knowledge of candle-making his choice in the Friday elective program where he made his father a large green frog candle.

* Inability to maintain rhythm, a good voice for carrying the melody, and a general misunderstanding of harmony.

Planning, conferencing, implementation, and assessment cycle repeats itself each three weeks.

JANE

Jane, 9, grade 4, has been in district programs since second grade.

End of School, 3rd grade. All assessment records are transferred from Jane's 3rd grade teacher to Jane's 4th grade teacher. The records have been consolidated into the district's cumulative record systems. The records of Jane's past school activity are available to Jane's 4th grade teacher in June.

August

Jane's teacher minimally conducts two conferences with Jane and her parents between the last week in August and the 2nd week in October. Joint planning with home learning activities included are initiated at this time. Jane is included in the planning and is asked to prepare three proposals for leisure time activity. She chooses to plant a fall garden at home (radishes and snow peas), to learn to play table tennis at noon hour (instruction furnished by a high school junior engaged in her own individual P.E. activity), and to join a Campfire Girls group.

September

The first cycle of Friday free elective mini-courses in Jane's school offered a course in quilt making. Jane had been given a child's Singer sewing machine for her August birthday, and she enrolled for the six 2½ hour Friday blocks. Two

grandmother types from a local church ladies' organization provided the instruction for the 8 girls who chose this Friday elective mini-course.

October

Jane was having difficulty with some number concepts. The tutorial aide and the practice teacher in her classroom worked with her daily, and a junior high school peer teacher was also paired with her to play mathematical games. For this whole month Jane was tutored in arithmetic daily. At the end of the month, she rejoined her regular arithemetic group, her power tests indicating that mastery of the division and subtraction skills had been achieved. Jane used the games at home with her mother for two additional weeks and taught her second grade brother the same concepts unknowingly.

During October Jane also went on six nature walks on the school's ½ mile long nature trail which ran from her school to the main river bisecting the valley. The walks focused on 1) a search for material objects to be used to teach classification and categorization skills, 2) a bird study unit, 3) plant identification which involved a treasure hunt for types of leaves, specific kinds of plant parts, and certain rock types, 4) leaves for an art project involving the creation of stationery for use in the communication stream, especially with the pen pal program fostered at this grade level with urban 4th graders across the country, 5) a rock identification study using stream pebbles, 6) a measuring and mapping geographic experience using tape measures, graph paper, etc., and 7) one walk was spent taking pictures with the school's ten instamatic cameras for an illustrated booklet one group of children were making to illustrate the coming of autumn.

November

Jane found the toy and game loan section in her school library to be especially exciting since she lived in a neighborhood which had 5 girls between the ages of 8 and 10 living within giggling distance. Saturdays and Sundays during this exceptionally wet month were less confining and more educational than would have been the case before the school library game loan program was instituted.

December

During this month Jane received special remediation in reading using the Systems 80 learning machines in the library.

January

Jane saw the children's play "Snow White and the 7 Dwarfs," presented by the high school drama program, and she and two other children wrote a play describing further adventures of the 7 dwarfs. This playlet was produced on cassettes presented to Jane's classmates during a "radio" special.

February and March

Keyboard instruction on the Musitronic System 70 was the major new venture for these two months. Jane's turn to learn to play (all children in the 4th grades are given keyboard instructions) finally arrived. She spent 30 minutes a day for 40 days in the library at this activity.

April

Jane learned how to play several different marble games, all taught by a high school student enrolled in an individual P.E. program.

May

In May Jane went on a field trip to the Oregon coast overnight. The 15 students who went planned the trip, wrote travel logs, worked out menus, secured travel brochures, mapped out the tours, estimated time tables, computed mileage, and welded the whole curriculum into one unit for three weeks. An aide, an intern teacher, two parent volunteer families, four peer teachers, one peer counselor and the classroom teacher accompanied the fifteen fourth graders.

MARY ANN

Mary Ann, 13, seventh grader. New to community from California. Lives on 40-acre unstocked ranch. No school records.

Initial Contact - July

Mother initiates conference with counselor. Mary Ann, mother, girls' counselor and English teacher meet. Mary Ann is given three minute I.Q. test (Culture Fair), library card and a tour of school library and grounds. Meets several teachers and groups of students working in the art rooms, the shop, and the puppet theater. She expresses an interest in an overnight hike to a neighboring mountain lake being planned by a group of girls her age and is invited by the girls to join the group. General school information on program and registration possibilities is given Mary Ann and her mother.

Second Contact - Next day

Mary Ann takes California Achievement Test from counselor and with parental permission joins the group of overnight trekkers in their planning. Summer recreational program materials, tours, and community guides given to mother.

Conference - Week later

Hiking trip complete success--friendship patterns established. Registration materials completed at home. Mother joins counselor and teacher to discuss test results and when Mary Ann joins the trio she volunteers for the second four-week junior high school summer session which begins a week later. Then she selects fall electives including a course in jewelry design, which focuses on making costume jewelry from local gemstones.

Mary Ann's first nine-week schedule choices include:

1. Jewelry design
2. Developmental reading
3. Chorus
4. Food preservation and cooking
5. Pre-algebra
6. Peoples and cultures of the Indian sub-continent
7. Archery

Mary Ann included several other goal items in her planning file for the first nine weeks:

1. Being paired with a third-grade girl so that she could exchange her home economics cooking course for peer teaching during the second nine weeks.
2. Joining a 4-H club in horse training.
3. Visiting the experimental forest site to plant trees.
4. Changing the archery course for a second term course in rock poetry on records.

At the same time, two future conferences were scheduled by the counselor:

1. A second week in September assessment meeting of all of Mary Ann's teachers, immediately after school to share insights and to continue the observational assessment of Mary Ann's demonstrated patterns of success and style of learning.
2. A meeting the next day with Mary Ann and her mother conducted by Mary Ann's faculty advisor and including other available faculty to share feelings, perceptions and plan immediate short-range learning experiences.

What happened to Mary Ann during the first nine weeks

During the first nine weeks of school, Mary Ann visited a jeweler's store in Roseburg where her jewelry teacher had arranged for the jeweler to discuss ring design and settings. The art teacher arranged for a high school senior to facet a piece of smoky quartz Mary Ann had bought at a rock show for a pendant she was making in jewelry class, and went on two class field trips to collect jasper and agates to cut, grind and buff in her jewelry class. She read three novels about India including Kipling's The Jungle Book and "The Quest for Sita" from the Ramayana. Mary Ann learned to make jelly, can peaches and pickle cucumbers. She spent a weekend on a field trip to the Oregon coast, joined a neighborhood 4-H horse club, appeared with a singing group from the chorus in October in a short musical play about Halloween before several district elementary school classrooms, and shot at a deer during hunting season on their ranch with a "loaner" bow from the P.E. department's sports equipment loan library. She cooked a curry rice main course in her cooking class and duplicated that effort at home for her parents, burning the rice unfortunately. She made an oral report in both her pre-algebra class and in her social studies class on the invention of the zero, an activity jointly honored and fostered by the two teachers involved. She also prepared an illustrated report on famous Indian jewelry specializing in large gemstones and their locations in India and Pakistan for her social studies class. However, her effort was marred when she dropped it in a mud puddle getting on the school bus the day she was to show it to her social studies classmates.

End of eighth week of school

Parent/student planning conferences were held with the faculty advisor to initiate the second nine-week cycle for Mary Ann's seventh grade year with registration, personalized curricular integration, and learning activities again planned.

PETE

Pete, 14, eighth grader. Started school in district. Lives in rural subdivision, outside of city limits.

May of 7th grade

Pete completes pre-registration selections with faculty advisor and both parents near end of school year. His tentative course selections for the first 9 weeks included:

1. Developmental reading
2. Manipulative mathematics
3. Individualized wood shop
4. Oregon: Land and People
5. The Machine
6. Soccer and field hockey
7. Band

August

Registration formalized. Planning file now includes:

1. Pairing with a senior boy in the peer couseling program to explore Pete's interest in hiking and prospecting. (The senior got credit in both peer counseling and in personalized physical education for this activity.)
2. Pairing with a third grade boy (Pete's cousin) to help them both learn to read better--Peer teaching (Pete will be released from Developmental reading three half-hours weekly for this activity.)
3. Ensured Pete's registration in the model building activity in the Friday elective program during the second nine weeks.
4. Pete wants to go to the Eastern Oregon Wildlife Refuge Camp for a week next summer, and the Oregon: Land and People class (a year long sequence) will be dropped, replacing it during spring term with Bird Identification and Navigational Patterns, a field course.
5. Ceramics will tentatively replace woodshop during the 3rd 9 weeks quarter, followed by an outdoor sketching class in late spring.

These changes were negotiated by Pete alone, since his divorced mother is employed in a local plywood plant during the day. Pete's faculty advisor visited with Pete and his mother in September during a three day evening conference session held for parents who had similar working hours.

What happened to Pete during the first nine weeks

* He did not like the machine course (a sort of introductory physical science course) and he, his science teacher, and the building instructional leader negotiated an individual study contract with a local mechanic through the learning network program which allowed Pete to use the small engine geodesic dome lab where he learned to take his power lawn mower apart and repair it on his own.
* He built a gun rack, and a cutting board in woodshop.
* He read Doctor in Buckskin--a novel about Marcus Whitman in Developmental reading as part of an oral report preparation for his Oregon: Land and People course and demonstrated competence on 80% of 45 of his own reading objectives.
* He broke a tooth playing field hockey.
* He went hiking 3 times during the quarter with his peer counselor, one hike was combined with a weekend camping trip to an old mine 15 miles into the mountains. Twice he and his 3rd grade cousin hiked to the school's forest learning site from their homes.

* He repaired five lawn mowers and broke one of them.
* He built an abacus and a geoboard to use at home as part of his Manipulative math activities.
* He learned to square dance in a Friday elective course.
* He moved from 3rd to 2nd trombone (the district furnishing the instrument due to the specific family economic circumstances.
* He met "the year's girl" on a bus trip to the Southern Oregon's only planetarium 90 miles away on a special tour arranged by the continuation school director.

Second planning conference

During the 7th week of the fall quarter, he and his faculty advisor initiated the second registration cycle and personalized patterning for the next nine weeks was planned with his mother present.

SOUTH UMPQUA HIGH SCHOOL

Registration time lines and procedures for year one are generally consistent for all students; therefore, one description of that process will suffice for the students who are currently enrolled in the South Umpqua schools. Materials are distrubuted to the students in April in order that ample time exists for sharing the information with parents. A preliminary registration is completed in early May. The high school offices are open all summer and parents will be encouraged to come to the high school with their youngsters in order that they might be more actively involved in the scheduling process. During this time, the necessary revisions will be made and student schedules will be finalized by August 17 and classes begun August 27.

Beginning in the summer of 1974, students will be taking a variety of classes during that period of time. Registration procedures will continue to operate with parental involvement each summer.

Social studies classes are generally nine weeks in length but in the attempt to reduce the length of these explanations, only one social studies class will be indicated for each student. Many English classes are one semester in length as are other classes in the curriculum and as with social studies, only one class of this type will be indicated in a student's schedule.

JOHN

John, senior, strong interest in marketing career.

Classes: John will begin his classes at 10:00 a.m. rather than the conventional 8:00 a.m. The time from 3:00 p.m. to 5:00 p.m. will be spent in the Store Front. John's school day will also include:

1. Modern Fiction
2. Marketing II
3. Business Law
4. Math Analysis
5. Concert band
6. Political Action
7. Physics.

Store Front activities include consignment agreements, advertising lay-outs, sales, bookkeeping, inventory control, and building maintenance. The Political Action class is conducting a study of county government in order to make recommendations for improvement in that area and John is studying in detail the law enforcement plan for the county.

ROSALIE

Rosalie, junior, highly academic, college oriented.

Classes:

1. Chemistry
2. Sociology

3. College Prep English
4. Math Analysis
5. History of North American Indian
6. Advanced drama
7. Vocal ensemble

Rosalie successfully challenged Algebra II for full credit in August. In addition to the classes indicated for first semester, she will be involved in an evening class in Modern Literature during the second semester. She has selected as a special project the study of the Umpqua Indian tribe and she will submit her findings to the local Historical Society.

MARTHA

Martha, senior, desires career in Food Service Cluster.

Schedule: Martha will report to work at the food preparation facility at 7:00 a.m. where she will work until 10:00 a.m. The classroom schedule will include:

1. English IV
2. Oregon Law
3. Senior math
4. Art

Martha has planned a physical education program including golf, bowling, and tennis. Since she is excused from school each day at 1:15 p.m., she is able to pursue in the afternoon, the golf during the fall in Roseburg, the bowling at Tri-City during winter, and the tennis in Canyonville during the spring.

JIM

Jim, ninth grade.

Jim has had serious problems with reading and mathematics during his elementary and junior high school years. His mathematics skills as measured by the California Achievement test were two standard deviations below the national norms and he read at second month, third grade as measured by the same test. During the spring of his eighth grade, his counselor worked with him and a decision was made for him to enroll in Basic Mathematics and Reading Skills Development classes.

The mathematics class emphasizes a hands-on approach based on skill objectives. Jim is working in small group activities with puzzles and games and individually with a geoboard, cuisenaire rods, geometric figure manipulation, and career cluster packets. As skills are mastered this information is recorded on a flow chart developed specifically for Jim.

Reading Skills Development is totally individualized and Jim is working to develop the skills indicated as being deficient by the diagnostic test given the first week of school. This class is very small and Jim's teacher is able to devote time each day to each student in one-to-one activity.